# The Catholic Educational Review

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# A PLAN FOR THE DEVELOPMENT OF A DIOCESAN SCHOOL SYSTEM

The following plan for the development of the Catholic School System in the diocese of Toledo was recently presented to the Bishop by Rev. Francis J. Macelwane, the Diocesan Superintendent. Though originally not intended for publication, the document is so objective and thought-provoking, that the editors have obtained the rather grudging permission of Father Macelwane to publish it for the benefit of the readers of the Review.—Editor's Note.

# I. TEACHERS' COLLEGE AND PROFESSIONAL TRAINING

Believing sincerely in the doctrine that the effectiveness of a teaching organization is determined chiefly by the quality of its teaching staff, the first work undertaken in the plan to build up the diocesan system consisted of more complete provision for the education and training of the teachers.

In the effort to accomplish this purpose, early in 1922 a plan was formulated by which the largest opportunity for college and normal training would be brought within the reach of all teachers of the diocese. Considerable work along this line had been done in previous years through the aid of St. John's University and other means, but it had been rather independent in each community and had not been organized on a comprehensive scale.

According to the plan adopted, however, a central teachers' college was to be established and maintained largely at diocesan expense. The work at this institution was to be both professional and academic in its nature, and was to provide a full four-year course leading to a Bachelor's Degree. Profes-

sional or academic work done in the various communities was to be made an integral part of this institution and all such classes conducted as classes of the central college.

This plan was formulated to a great extent at the suggestion of the Bishop and had his endorsement and support throughout.

In May of 1922, the first announcement of this Central Teachers' College was made public in a circular sent to all priests and Sisters in the diocese. By the same circular the first steps at organization were taken. Each teacher was asked to fill out enclosed blanks asking for a statement of her previous academic and normal training as well as a record of her teaching experience. These records were filled out and sent to the superintendent's office for tabulation.

Meanwhile professors were being engaged and classes arranged for the coming summer session. The summer of 1922 saw the opening of the Central Teachers' College, conducting courses with an enrollment of 147. Only those who had completed a full high school course were admitted to the college classes. Each community was thus left free to use the summer in providing high school courses for those who were deficient in this line.

During the school year of 1922-23 the Central Teachers' College offered 12 classes on Saturday and had an enrollment of 93.

Negotiations were begun at the outset to secure such establishment for the college as would guarantee the proper crediting of its work by outside educational institutions and by the state. Various plans looking to this end were considered, the state educational authorities were consulted; and finally a satisfactory agreement was made with St. John's University whereby St. John's undertook to certify the quality of the work done, while at the same time the management of the Teachers' College was left in the hands of the diocesan authorities. Under these conditions the Teachers' College was made a department of St. John's University.

The outlining of courses and the publication of the first bulletin progressed rapidly. After submitting a draft of the bulletin to the state authorities, the U. S. Bureau of Education, the Catholic University, and the Cleveland School of Education for criticism and suggestions the bulletin was published in June of 1923.

The summer of 1923 saw 24 courses given, with an attendance of 189.

During 1922-1923 the work was further enlarged. Courses were arranged for Saturday, as during the previous year, 13 courses, with an enrollment of 109; but in addition to this correspondence work was begun for the Sisters located in schools outside of Toledo. There were 11 high school courses offered, and these were taken by 30 Sisters. Besides the high school courses three college courses were offered with a registration of 73 Sisters.

A careful study was made of previous work done by the Sisters, as shown by the records on file. This information was arranged, tabulated, corrected and brought up to date. This has entailed a great amount of work, much of which is still in progress. It has been necessary not only to investigate and classify the work done by the various Sisters, but to secure from other schools authentic statements of high school credits and of college and normal credits for work performed at other institutions.

It is hoped that in the near future state teaching certificates may be obtained for those whose record warrants this step.

Present Status of High School Work.—Provision for completing high school studies on the part of all Sisters who still need high school credits has been made in each community.

The Franciscan Sisters of Sylvania have an organized high school department recognized and accredited by the State Department of Education, known as the Provincialate High School, Sylvania.

The Notre Dame and Ursuline Communities conduct high school classes for those Sisters who have not completed high school under the auspices of their respective academies.

The Franciscan Sisters, Tiffin, have been carrying on this work as extension work through the kind offices of the Precious Blood Community of Maria Stein (Dayton) and have been taking Catholic University examinations.

The proper high school facilities have not yet been provided on a permanent basis for the Mercy Sisters of Toledo, this work being done in the past through the medium of the Central Catholic High School and the two academies.

The number of Sisters who have not completed high school

is not large in any of the diocesan communities, and with the present facilities and the aid of the Correspondence Courses the number is being materially reduced.

Present Status of College Classes.—The Teachers' College classes, as operated at present, represent only a partial com-

pletion of the intended program.

Thirteen courses are being conducted on Saturday mornings at the Central Catholic High School Building and at St John's College building. The enrollment, as has been mentioned, is 109. The students in these courses, however, are almost all teachers in service.

In addition to the Saturday courses, five courses are in progress at the Ursuline Academy building, three in music, one in American Literature, and one in Geography Methods. The Franciscan Sisters are conducting one course, sc. in French.

Three Correspondence Courses are being carried on, Current Literature, Educational Tests, and American History.

Every effort has been made from the start to keep a high standard in the requirements of the various classes.

The staff for the Saturday courses is composed of four full-time instructors of St. John's University, Father Ryan, Mr. Manning, Mr. Mohler, and Mr. Mescher; one instructor from Toledo University, Miss Hughes, and four who have other duties besides teaching, Father Alter, Doctor Kelly, Father Kirsch, and Father Macelwane. Miss Hughes and several Sisters are conducting the classes given in the Community buildings.

A library of professional books was begun in 1922 and now numbers about 800 volumes. In addition to these books the Sisters have at their disposal the books of the Central High School library and their own community libraries.

The expense of conducting the Teachers' College has been

The expense of conducting the Teachers' College has been considerable. A portion of this was defrayed by means of a tuition charge, but the balance, considerably over half the cost, was borne by the Bishop and the Diocese.

Present Defects.—The greatest defect at present lies in the fact that the work is too much of a part-time nature. There is positive need of organizing in such a way as to provide more full-time classes.

The provision for having the first year's work given in fulltime courses in each community building is not yet satisfactorily accomplished. There are not enough full-time instructors. The number of Sisters on the staff is as yet too small. Their work has been confined almost exclusively to the few classes conducted in the novitiates, whereas classes in the central building conducted by Sisters would be very desirable.

The central library mentioned above, while easily accessible during the summer session, is at present, owing to a lack of proper housing, almost entirely unused. This obliges the Sisters to rely largely on their community libraries for professional reference books.

There is at present no adequate arrangement for a demonstration school, which is almost a necessity if proportionate results are to be obtained from the work.

Permanent Program.—A permanent program relative to the development of the Teachers' College should be so conceived as to provide normal training for novices and young Sisters to such an extent that they will be able to secure a teaching certificate before being assigned to a school. If any young women, who have not completed high school, should enter any of the teaching communities they should complete their high school course before being admitted to any of the normal classes.

A second phase of the program should be to place at the disposal of Sisters now in service opportunity to advance constantly in educational preparation.

The novices and young Sisters should be organized into fulltime classes for completion of the required normal work.

Saturday, Summer School and the Correspondence Courses should be continued for those who are now in service.

Since hardly any Sister is satisfied with a two-year normal course or a teaching certificate the curriculum and entire program should be arranged in such a way as to qualify the students ultimately for a degree.

The staff should contain more full-time instructors, including a number of Sisters. There are at present a number of Sisters qualified as instructors, but they and others should be given opportunity for further study and preparation.

Every effort should be made to avoid duplication and waste of instructor's time by repeating the same classes in the various communities. A plan should be evolved in consultation with the Superiors of the respective communities to hold as many as possible of the classes in the central building.

Provision should be made for housing the library and expanding it along professional lines, so as to make it as nearly adequate as possible and place it where it can be reached easily by all the Sisters.

A thoroughly modern demonstration school is of prime necessity. The present facilities for demonstration and practice are entirely insufficient. The demonstration school should be provided near the building where the normal classes will be given, and the program should be outlined very carefully so that the demonstration school will carry out the same policies and follow the same methods as are proposed in the Teachers' College classes.

#### II. OTHER NEEDS OF THE SCHOOL SYSTEM

1. Teaching Certificates.—It is important that all Sisters teaching in the diocesan schools obtain at the earliest date state teaching certificates.

Some are qualified to receive state life certificates, for which the applications are being made at present.

In addition to these there is a large number who are fitted for a state provisional certificate without examination. It is expected that these also will be provided before very long.

Besides these two groups, however, there remains a fair proportion who, although not eligible for either of the above, could nevertheless obtain a certificate upon examination. There is some expense involved in this, but there is little doubt but what the examinations could be passed, and the reasons for taking the step would seem to warrant the effort and expense.

2. More Non-Teaching Principals.—One of the serious defects in our larger schools is a lack of efficient organization. There are relatively few schools in which the principal is not obliged to teach classes. To make matters more difficult, very few of the schools provide clerks to take from the principal's shoulders detail work such as records, attendance, notification of parents, meeting agents, delivery men, etc. The result of this situation is that the organization of very many schools is poorly planned and ineffectively carried out. Contact with parents, follow up of attendance, records, reports and similar matters are either

neglected or become an excessive burden. Meanwhile, the chief office of a principal, helpful supervision, is hardly done at all. As a result of this prevalent lack of organization the quality of instruction suffers a great deal. There is often little or no coordination between the work of the various classes, matters are left to the teachers which belong to the school management, and as a result annoyances occur, discipline suffers, and the school fails to accomplish its purpose. It is necessary in order to correct this situation to have all 8-room schools provided with non-teaching principals. There are 14 schools in Toledo with 8 rooms or more, and 5 outside Toledo (there should be 10 outside of Toledo). Very few of these schools have nonteaching principals at present. The difficulty in the way of improving the situation lies in the fact that the supply of Sisters is so limited. It will not be possible for some years to come to have Sisters enough at the various schools to free the principal from active teaching by replacing her in the classroom with another Sister.

There is, however, one practical remedy available immediately. If the pastors of the schools concerned would be willing to hire a trained lay teacher to relieve the principal of classroom duties, it would open the way for this much needed improvement.

Twenty non-teaching principals in the larger schools of the system would be felt at once and would open the way for a decided improvement in instruction and organization. In order to get the desired result, however, appointment to the office of principal would have to be made with great care by the religious superiors, and those appointed would have to be given an opportunity to prepare for the task.

The office of principal requires not only tact and ability but also direct preparation. A Sister who has been successful in the classroom is often appointed principal, and without further training is expected to fulfill the duties of this office effectively.

The best method of remedying this situation would be to provide courses during the summer session designed particularly for principals. Superiors could be asked to make appointments in time to permit of this arrangement.

The greatest amount of good from such courses would result in the case of the non-teaching principals. If a number of non-teaching principals, such as is mentioned in the preceding paragraph, could be assured for the next school year, courses and discussions concerning the principal's work could be arranged for the coming summer session of the Teachers' College.

Courses should also be arranged for the principals of smaller schools who are obliged to combine administrative duties with classroom teaching.

3. Courses for Rural School Teachers.—Our present rural school situation is not satisfactory. It is true that our rural schools are generally far superior to the local district schools, but it must be borne in mind that in the future these will be conducted as Centralized Schools.

The most helpful method of bringing about an improvement in the rural and village schools of the diocese is, as in the case of principals, by means of special courses for the teachers of these schools. It would not be difficult to provide normal courses regarding organization of and methods in rural and village schools, and together with these to combine the requisite courses in agriculture, rural economics, etc. Such opportunity would afford the Sisters a solution of many of their present problems.

4. Separate Organization for High Schools.—In those places where both high school and elementary schools are conducted every effort should be made to keep the organizations as distinct from each other as possible. Wherever it can be done there should be a separate principal for each organization, and the duties of each should be outlined in such a way as to prevent overlapping.

This need not be true of the small high schools, but it is certainly true when the high school has advanced beyond fifty pupils. It is a commen experience that where high school and elementary school exist under one management either one or the other suffers.

5. Better School Equipment.—Under the title of equipment are included classroom furniture, such as desks, etc., and also equipment used for instruction, as maps, charts, blackboards, etc.

In many of the schools, too, the equipment for instruction purposes is not sufficient or of good quality. Charts and other means of instruction necessary for the primary grades, and maps, etc., for the higher grades are in some instances entirely insufficient, or when they do exist are of poor quality.

One means suggested for the improvement in this regard

would be the drawing up and circulation of a list of recommended equipment. This could be worked out by grades, with the proper notations to avoid duplication in schools where there is more than one grade in a room. Such a list should give the names of the leading manufacturers or supply houses where the various articles might be obtained, as well as the approximate prices.

It is a characteristic of most pastors to desire to have their schools properly equipped, and if they had at their disposal a recommended list of materials and furniture there are but few who would not see that these things were provided as soon as their means permitted.

6. Supervision.—One does not need to defend the usefulness or prove the necessity of supervision. There should be supervision in each individual school wherever possible, and supervision among the schools of a system. One may go farther in this regard without exceeding what is today generally acknowledged, and assert that a school system where organized supervision is not carried on will gradually settle to a low grade of efficiency.

Not only is supervision necessary for the system, but it is welcomed by all good teachers, for it gives them an opportunity of bringing their needs to the attention of the school authorities and of learning on the other hand better procedure and better methods developed in other classrooms of the system.

This is a matter which deserves prompt attention. It would be impossible to institute anything like thorough supervision at this time, but a plan should be formulated so as to provide maximum amount of supervision for the coming year. The personnel of the supervising force should be carefully chosen. Sisters appointed to this office should be distinguished for their tact, ability and training. Appointments made on any other basis will not benefit the schools.

The organization of the supervising staff is an important but difficult task. Just as a school must be organized, however, so the supervision must be organized.

The chief difficulty in the way of a diocesan system of supervision lies in the fact that so many communities are teaching in the diocese, many of whom have a relatively small number of schools:

Community	No. of schools	No. of Sisters
Notre Dame, Toledo	24	96
Ursuline, Toledo		118
Franciscan, Tiffin		31
Mercy, Toledo		9
Franciscan, Sylvania		36
Precious Blood, Dayton, Ohio		17
Felician, Detroit, Mich		33
St. Agnes, Fond du Lac, Wisconsin		5
Franciscan, Rochester		4
Notre Dame, Milwaukee, Wisconsin		4
Franciscan, Syracuse, N. Y		4
Franciscan, Joliet, Illinois		14
Divine Redeemer, McKeesport, Pa		5
Divine Providence, Melbourne, Ky		11
Dominican, Caldwell, N. J	3	10
Grey Nuns, Montreal	1	14
Good Shepherd Sisters, Toledo	1	2
Dominican, Adrian, Michigan	4	15
Sisters of Charity, Mt. St. Joseph, O		24
Lay Teachers		2
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Totals	100	454

Note: These totals do not include the lay teachers at the various schools.

Supervision on the part of those communities which have a larger number of Sisters teaching in the diocese can be readily handled, but the question of supervision in the schools of communities having only a small group of Sisters is more of a problem. How to adapt this matter in the most satisfactory manner should be made the subject of discussion and study.

As for the organization of the force, it is clear that the superintendent's office should be the unifying factor. The salaries and traveling expenses of the supervisors should be paid by the Central Office, and reports on all schools and classes should be made confidentially to that office. Regular meetings of the entire supervising force should be held frequently, as well as meetings of the supervisors of each community.

Reports should contain a statement of conditions at the various schools and of the quality of work being done in the respective classrooms, together with any suggestions received and suggestions made at the schools visited. Copies of these reports or digests of them should be sent to the Superiors of the communities.

The personnel of the supervising force should represent the choice ability in the elementary schools of the diocese, and should as a result be of aid to the superintendent in more than mere supervision, working out plans and providing materials for the improvement of instruction.

The question of special supervisors for such subjects as Music, Art, and Physical Training offers additional difficulty, but a solution should be sought so that work in these branches may be brought to a higher standard than prevails at present.

7. School Libraries and Reading.—There has been persistent complaint from high school teachers that pupils entering high schools from the elementary schools have not read any number of books and have not developed love for reading or reading habits. This situation is partly due to defective methods in teaching reading, but is also due to the lack of facilities for obtaining reading material which exists in very many schools.

As in the case of school equipment so here the best means of remedying the situation probably would be to furnish lists of books suitable to the various grades and to urge all schools to provide them as soon as possible. The work in the Teachers' College Courses relative to reading and the advice of the supervisors should lead to a use of the books once the supply is on hand.

8. "Exceptional" Pupils.—In the entire school system there are at present very few "special" classes of any kind. This is not due to a failure to recognize the need but is due to a general lack of room and teachers.

The solution of the problem offered by the presence of children in our schools for whom the school is doing very little is made difficult because it involves the expenditure of money.

Various types of children are generally grouped under the title "Exceptional." There are certain of these types whom we can never expect to care for in the diocesan schools, such as cripples, deaf, dumb or blind. Unfortunately there are pupils kept in some of our schools who must be classed as imbeciles. They are found here and there in grades varying from the first to the fourth. The school is doing them no good from an academic standpoint, although their religious welfare is being safeguarded. Some help could be given these pupils if they were placed in a school designed for them. It is doubtful whether the

diocese could conduct such a school or if the number would warrant attempting it. One fact is clear, however, they should not be treated as they are at present, being either neglected or taking an undue share of the time to the detriment of the other pupils.

The care of the unusually bright pupils also deserves consideration. In their case there is no need of extra classes but proper plans should be formulated to provide for the assignment of additional work and for a regular and orderly method of accelerated promotion.

This leaves several large classes for which some kind of inter-school organization is necessary. There are various kinds of delinquents, abnormal children and the unusually dull, who however are not imbeciles or idiots, for whom provision should be made. It would not be economical to provide special classes for these pupils in the separate schools, but if a special school could be established in Toledo, and special interschool classes in larger centers such as Lima, Fremont, Tiffin and Sandusky, it would offer a solution of the present difficulty and would give the school system a chance to do its duty toward these children.

One plan has been suggested whereby the Diocesan Department of Charities would do the case work on the various problem pupils and would make recommendations as the disposal of them.

Some work along this line is absolutely necessary, but nothing should be attempted without a careful study of the financial burden involved.

What might be done with profit at the present time is to secure from the teachers and principals the number of pupils in the various schools who will have to be considered when this work is begun.

9. Direction of Pupils as to High Schools and Vocations.—At the present time the pupils in the elementary schools do not receive sufficient definite instruction regarding choice of vocation or regarding high school courses. Since practically all children enter high school, and since a certain amount of election of courses is permitted, it is important that the children entering high school do so with an intelligent understanding of what it is about.

Two steps toward improvement in this respect have been taken in the past two years: one was the incorporation in the eighth grade Religion a course of instruction on vocations, and the other was the sending of cards each May to all schools to be filled out by the eighth grade students, stating the high school they intended to enter the following year. Teachers were asked to make the distribution of the cards an occasion for instructing the pupils about high school education in general and about the various courses generally offered.

Many teachers have expressed a desire to have some material along this line to use with the eighth grade pupils, both regarding vocations and regarding high school education.

In regard to vocations, a booklet similar to those used in the public schools of Detroit would be a great help. Much of the data in the Detroit books could be used, introducing, however, the consideration of religious vocations and of religious motivation in other vocations.

Published information regarding high school and college education, the reasons for seeking Catholic high schools, a list of Catholic day schools and boarding schools in this vicinity, together with their respective courses of study, should be prepared and placed at the disposal of the teachers as a help in directing pupils completing the eighth grade.

10. Size of Class and Trained Lay Teachers.—Every effort should be bent toward reducing the size of classes in the elementary schools of the diocese. There are 43 schools where the average of pupils per teacher is more than 40.

There are two remedies available; first to increase the number of religious vocations, and second to hire additional trained lay teachers. Under any circumstances immediate relief can come only by increasing the number of lay teachers. The number of lay teachers in the schools is really remarkably low—out of a total of 495 teachers in the elementary schools of the diocese there are only 32 lay teachers. Compare this number with that of some other dioceses, as for instance Brooklyn, where there are 716 lay teachers and 1,216 Sisters, over one-third being lay teachers.

Under no condition should untrained lay teachers be hired. The Catholic Schools in this respect must maintain as high a standard as the public schools. 11. Course of Study.—In the early years of the diocese each community or each school chose its own textbooks and followed its own course of study. Later Bishop Schrembs with the aid of the Diocesan School Board adopted uniform texts but did not issue a course of study. After Dr. Johnson assumed the office of superintendent he drew up and published (1920) a detailed course for the primary grades and a brief outline for the higher grades.

Since that time the course for the primary grades has stood as he prepared it, while some modifications have been introduced in the higher grades, notably the outline for Religion.

There is a great need of study being given to the entire question of curriculum and the ultimate publication of a complete course of study. Several matters of policy are involved in a revision of the course of study. One question arises at once, whether a classification of the schools of the diocese is desirable with a view to differentiating the course, e.g., rural schools and city schools. A second question involves what is now known as the Junior High School, and deeply affects the entire curriculum of the seventh and eighth grades.

Before taking any decided steps toward the adoption of a policy in these matters an investigation of the prevalent curricula of the public schools in the various cities and counties must be made.

The curriculum as it stands at present is defective in some respects. Not enough attention is given to Citizenship, Health Education, Nature Study, Physical Education, Art or Music. Home Economics for girls is very much neglected, especially cooking.

Some of the most difficult problems are concerned with effective carrying on of Physical Education and Home Economics and the bringing of Art and Music to a proper standard.

In working out a full course of study, much preliminary study should be made. Special committees should be chosen to investigate and report on conditions and resources; policies should then be adopted and finally the Course of Study worked out.

12. Textbooks.—Simultaneous with the Course of Study investigation, the present textbooks should be subjected to careful scrutiny. Some of the books have been in use a number of

years. In some instances much better textbooks are on the market. While no text should be changed without grave reason, owing to the financial burden which a change of texts imposes upon parents, still there should be no time when new publications are overlooked or when there was not a stock of information on hand regarding new books and their relative value.

For two years the schools have been notified that the Spellers would be changed. The other books should be gone over and the entire subject carefully studied.

There seems to be no reason why certain books could not be prepared and published by the diocese. The revenue resulting from the sale of such books would aid in supporting the general school work. Books which suggest themselves in this connection would be: health habits for lower grades, citizenship books for lower grades, nature study books and catechisms.

13. Special Teachers.—Special teachers and special supervisors are needed for Art, Music, Physical Education and, if possible, Home Economics. How to work out a satisfactory arrangement in this respect which will not involve too much expense is a matter for serious consideration. Something must be done; the point for study is the question of how it is to be done. A practical and effective working plan should be evolved within the means of the diocese to carry out.

14. High Schools.—This report is intended to concern itself chiefly with the question of elementary schools and the training of elementary school teachers. It would give a wrong impression, however, to conclude without mentioning the important issues involved in the present high school situation of the diocese.

There are in the diocese 11 four-year high schools, including St. John's High School, Toledo; there are 2 three-year high schools; 6 two-year high schools; and 2 one-year high schools.

There are many reasons why the standard of these high schools should be maintained at a high grade. Reasons may easily be found to show the extreme importance of improving the present high school situation.

The curriculum followed in some of the high schools needs improvement, the textbook situation needs study, better prepared teachers, better libraries, more supervision and better organization are also quite general needs.

Each of these questions offers a problem in itself. If no more high schools were opened until the existing ones were brought to a higher standard and an intensive study begun at once on the various means of improvement at the disposal of the diocese progress could be made.

Meetings of priests responsible for the financial support of the high schools, and of priests or Sisters responsible for its academic work should be held at an early date and the various phases of the situation frankly discussed.

FRANCIS J. MACELWANE.

# A STUDY OF SOME GROUP INTELLIGENCE TESTS IN THE FIRST GRADE

Within the past few years several noteworthy trends in educational and intelligence measurements have manifested themselves. There is a demand that the available tests be studied with minute care to ascertain those of superior merit and the ways in which they can be improved. There is a bewildering array of all kinds of tests, differing considerably in their content and structure and in the characteristics which contribute to their validity, reliability, objectivity and general usefulness. While progress has been made in the experimental determination of the value of some of these tests, a vast amount of work remains to be done. A second problem is the use to which the results of tests should be put. At present several important experiments are being conducted throughout the country in the reclassification of children in the elementary schools and in high schools on the basis of standardized measurements. This movement promises to have widespread consequences, and further reports are awaited with interest. But reclassification depends on test results to a certain degree, and added emphasis is placed on the work of testing tests.

In many cities all children entering the first grade are grouped in sections on the basis of their ability as shown by group tests. The results of some of this work are already known. The tremendous range of intelligence exhibited by first grade entrants has been shown by every investigation and is well known to all teachers. To section these children on the basis of their chronological age, initials or their height, is a procedure that demands considerable ingenuity to justify. It is granted that group intelligence tests are not perfect and that intelligence is not the only factor contributing to success but some weight at least should be attached to it. Individual differences are greater in the first grade than in any other throughout the elementary and high schools. In no other grade is there so great a necessity of knowing even approximately the general educability of the pupils. Early success or early failure are important for their effects are very likely to be lasting.

In the upper grades and in high school the construction and application of general ability tests has not been the difficult prob-

lem that it is in the elementary grades. The pupils in the primary grades have not become accustomed to the regimen of the school, they possess no ability to deal with words, numbers or even letters, and they are comparatively quickly fatigued. These factors and many others have retarded the development of tests for these grades. As a result, perhaps, of these difficulties a better definition of the requirements of such tests has ensued. These requirements have been pointed out by several authors and may be summarized as follows:

 The response of the children should not involve or demand the use of conventional signs. No numbers, letters or words should be included.

2. As many different abilities should be measured as possible. Picture completion ability is undoubtedly one, but it is not the only ability nor does it robably merit the weight that has been attached to it in many instances.

3. The test should be as objective as possible, i.e., there should be no occasion for doubt regarding the correctness of a response. Objectivity is much more difficult to control in primary tests than in any others. Many of the available tests are very deficient in this respect.

4. The test should interest the children and impel them to do their best. Most tests fulfill this requirement, but some are long and uninteresting. In consequence, the child is easily distracted and the resulting score may be a measure of a number of qualities other than intelligence.

5. There is a strong tendency among young children to communicate information. It would probably increase the validity of any of the existent tests to confine their use to small groups at any one time. Some authors urge this, stating that their test should not be given to more than fifteen pupils at a time.

<sup>&</sup>lt;sup>1</sup> Pressey, L. W.: A Group Scale of Intelligence for Use in the First Three Grades. J. of Educ. Psychology, 1919, pp. 297-308. Town, Clara H.: A Mass Mental Test for Use with Kindergarten and

Town, Clara H.: A Mass Mental Test for Use with Kindergarten and First Grade Children. J. of Applied Psychology, vi, 1922, pp. 89-122. Pintner, R., and Cunningham, Bess V.: The Problem of Group Intelligence Tests for Very Young Children. J. of Educ. Psychology, xiii, 1922, pp. 465-472.

Rogers, Agnes L.: Measurement of the Abilities and Achievements of Children in the Lower Primary Grades. Chapter IV of the 21st Year-book of the National Society for the Study of Education.

book of the National Society for the Study of Education.
Rogers, Agnes L., and Zirbes, L.: How Can Group Tests Be Better
Adapted to Very Young Children? J. of Educ. Psychology, xii, 1921,
pp. 234-235.

- 6. A preliminary exercise should be provided that would accustom the children to the novel conditions of the test and smooth out some of the individual differences that are not intended to be measured.
- 7. The suggestion has been made that the booklet form of test be abandoned in the case of young children and that separate sheets containing only a few exercises be substituted. This would lead to several advantages. Large booklets are unwieldy for first grade children, and smaller pages could be employed profitably, as has been shown by one of the recently devised tests. If only a few exercises were included on any one page, attention could be more easily controlled and the tendency to answer questions out of order would be materially decreased. Furthermore, the use of separate pages would enable the teacher to give the parts of the test at different times, thereby reducing fatigue to a minimum. The crowding of exercises found in some tests would likewise be obviated. The legibility of the drawings in many cases could be improved.

In addition to these requirements there are the usual criteria for the evaluation of all standardized measurements. are usually grouped under the headings of validity, reliability, objectivity and general usefulness. Validity refers to the degree to which a test measures what it purports to measure. Silent reading tests should measure silent reading, not handwriting, intelligence or drawing ability. Intelligence tests should measure intelligence or general ability and not one of the specific abilities alone. Reliability refers to the constancy of the results in the same individuals when the test is repeated at intervals. Objectivity is the freedom from the personal equation of the individual giving the test or scoring the results. General usefulness includes such factors as the ease of administration and scoring, the time necessary for these operations, the cost of the test, and other items that commend or discourage the use of the test in question.

As present there are many tests available for use in the first grade. That many of them fail to meet many of the requirements usually exacted of measurements is perfectly obvious. The rapidity with which tests have been published has precluded the possibility of evaluation keeping pace with publication. Most of the tests differ considerably from each other in their general content and structure. This is apparent from a general

inspection of them, and in these features their differences have been studied by Johnson.2 Since his study was published several new tests have appeared, and at present there are probably at least twenty-five tests for general ability for use in the first grade. There is therefore a very real need of evaluating them and selecting the elite from the mass. Very little work of this type has been published. Reference may be made to some of

what has appeared.

The most direct attempt at the evaluation of primary group tests that has been published is that of Henmon and Streitz.\* In their work they used the Myers, Haggerty, Pressey and Dearborn tests. These were given to two first grade and two second grade classes. The results are given in terms of correlations between the tests, with teachers' estimates, and between pairs of tests and teachers' estimates. In addition, Holley's method of measuring discrimination was employed.4 All the correlations vary considerably. Pairing the tests raised the coefficients of correlation with estimates. The authors of this study did not find much difference between the Dearborn, the Pressey and the Haggerty. Utilizing secondary criteria, the Pressey is superior to the other two and probably the most convenient to use. Roots correlated four different primary group scales with the Stanford revision of the Binet tests. His results may be summarized as follows:

Tests.	71	*	P.E.
Stanford and Otis Primary	87	0.72	0.03
Stanford and Haggerty Delta	188	0.71	0.04
Stanford and Mentimeter	86	0.65	0.04
Stanford and Dearborn I	85	0.79	0.03

There are no very striking differences in these correlations particularly in the case of the Dearborn, Otis, and Haggerty. Gates presents a number of correlations between various pri-

\*Johnson, O. J.: Group Intelligence Examinations for Primary Pupils.

pp. 185-194.

'Holley, Charles E.: Mental Tests for School Use. University of Illinois Bureau of Educational Research, Bulletin No. 4, March, 1920, p. 45.

\*Root, W. T.: Correlations between Binet Tests and Group Tests.
J. of Educ. Psychology, xiii, 1922, pp. 286-292.

\*Gates, Arthur I.: The Correlations of Achievement in School Subjects with Intelligence Tests and Other Variables. J. of Educ. Psychology, xiii, 1922, pp. 129-139, 223-235, 277-285.

J. of Applied Psychology, vi. 1922, pp. 403-416.

'Henmon, V. A. C., and Streitz, Ruth: A Comparative Study of Four Group Scales for the Primary Grades. J. of Educational Research, 1922,

mary tests, but in view of the small number of cases the correlations mean comparatively little. Odell' found a high correlation existing between the Dearborn and the Stanford, but here again the number of cases is small. Odell doubts whether the superiority of the Dearborn over the other test used, the Kingsbury, is sufficient to compensate for the labor involved in its administration and scoring. Wallin8 also reorts some correlations between the Stanford Binet and some group tests. The Myers correlated higher than the Pressey or Detroit. The correlations are all low, and the results are not particularly satisfying from several points of view. Only one reference has been found to the reliability of any of these tests and in this case the Pressey showed a coefficient of 0.68.9 Coefficients of reliability of 0.88 and 0.93 are reported for the new Pintner-Cunningham Primary Mental Test.

It would be rash to draw any conclusions from the above data. The Dearborn is probably superior in validity to the others or at least to some of the others but its general usefulness is comparatively low. The Otis and the Haggerty are too difficult for children entering the first grade. The Myers test has not been found to be entirely satisfactory. The Pressey ranks fairly high wherever it has been used. Concerning the others there is little or no evidence.

The present study is an attempt at the evaluation of four primary group tests, the Pressey Primary Classification Test,10 the Detroit First Grade Intelligence Test,11 the Haggerty Intelligence Examination, Delta 1,12 and the Pintner-Cunningham Primary Mental Test.<sup>13</sup> All four tests were given to about 65

<sup>&#</sup>x27;Odell, C. W.: Correlations of Certain Intelligence Tests for the Lower

Primary Grades. J. of Educ. Res., iii, 1921, pp. 308-310.

\*Wallin, J. E. Wallace: The Consistency Shown by Intelligence Ratings Based on Standardized Tests and Teacher's Estimates. J. of Educ. Psychology, xiv, 1923, pp. 231-246.

Educ. Psychology, xiv, 1923, pp. 231-246.

Chassell, C. F., and Chassell, L. M.: A Survey of the First Three Grades of the Horace Mann School. J. of Educ. Psychology, xii, 1921, pp. 72-81, 243-253.

Pressey, L. W.: Primary Classification Test. Public School Publishing Co., Bloomington, Ill., 1922.

Engel, Anna M.: Detroit First-Grade Intelligence Test. World Book Co., Yonkers-on-Hudson, N. Y., and Chicago, Ill., 1921.

Haggerty, M. E.: Intelligence Examination, Delta 1. World Book Co., Yonkers, N. Y., 1920.

Pintner, Rudolf, and Cunningham, Bess V.: Pintner-Cunningham Primary Mental Test. World Book Co., Yonkers, N. Y., 1923.

first grade children in October, 1923. The tests were given under the prescribed conditions and the calculations were carefully worked out. The four tests were intercorrelated, using the Pearson Product-Moment method. The results are given together with the probable errors of the coefficients of correlation in Table 1.

TABLE 1

	Haggerty	Detroit	Pintner	Pressey
Haggerty				
Detroit	$0.68 \pm .05$			
Pintner	$0.78 \pm .03$	0.75±.04		
Pressey	$0.77 \pm .03$	$0.82 \pm .03$	$0.84 \pm .01$	

It will observed that the correlations are all high, much higher than any of those reported in the literature that has been cited. In view of the similarity of the tasks contained in some of the tests, these high correlations are to be expected. They indicate that in this instance at least the tests measure the same ability whatever that ability may be called. It therefore becomes necessary to subject the tests to further study to differentiate between them. In Table 2 the statistical data yielded by the tests is summarized.

TABLE 2

Test	Md.	712	rlt	P.E.m	P.E.m	with teacher's estimates	with composite scores
Haggerty	.25.0	0.64	0.80	6.78	.25	0.644	0.81
						±.045	±.03
Pressey	.37.5	0.84	0.92	3.26	.093	0.61	0.91
						±.05	±.02
Pintner-Cunningham.	29.3	0.82	0.91	5.2	.19	0.757	0.87
						$\pm .036$	+.02
Detroit	.37.9	0.84	0.92	1.37	.04	0.692	0.823
						±.044	±.03

Some explanation of the methods and results will clarify the results stated in Table 2. Reliability is ordinarily expressed by the coefficient of reliability, designated  $r_{12}$ . The higher this coefficient the more reliable is the test. In the present instance the coefficient has been calculated from the two halves of the test. While this procedure is sanctioned by some of the best authorities, it is open to serious doubt. There is every reason to believe that the coefficient of reliability does not measure relia-

bility but the degree to which the author of the test has equated the two halves of the test. Consequently no weight should be attached to this measure. The same remark applies to the other measure of reliability, the index, designated by the symbol  $r_{ll}$  since it is simply the square root of  $r_{12}$ . The probable errors of measurement also vary widely  $(P.E._m)$ . To render these comparable they have been divided by the average of the test to which they refer, and the results are expressed in the column headed  $\frac{P.E._m}{Av}$ . It will be noted that this probable error is large in the case of the Haggerty and small in the case of the Detroit.

The correlations between the individual tests and the teacher's estimates are presented in the next column. It is a common practice to evaluate tests according to the agreement they show with teachers' rankings. This procedure is open to question. It is generally agreed that the errors contained in such estimates are very large. One of the prime purposes of standardized measurements is to avoid this error. If teachers' estimates were perfect, we would have little need for standardized tests. To require that a test should correlate highly with estimates that are supposed to be in error is hardly an adequate method of evaluation.

Correlations with composite scores are also given. The composites were secured from an average of three tests excluding the test correlated with the group. These correlations are all very high due to the general nature of the tests themselves and their intercorrelations. The method of reducing these scores to a common average and common standard deviation is a modification of the method derived from the regression equation. This new method will be explained in a later article. Correlations with composite scores are by no means an ultimate standard for the acceptance or rejection of any test, but they are very suggestive.

It is not believed that any of the statistical methods employed in this study are adequate to the problems of validity and reliability. There is a great need of more accurate methods

<sup>&</sup>lt;sup>14</sup> Monroe, W. S.: An Introduction to the Theory of Educational Measurements. New York, 1923, p. 211-214.

and procedures that will be free from the errors existing in some of the current methods. Validity cannot be measured when the standard of comparison is itself in error. The use of reliability measures derived from halves of a test is misleading. When calculated from two independent applications of a test they have considerable more weight and this method should always be preferred to the first. The probable error of measurement (P.E.<sub>m</sub>) is a device which is rapidly gaining in popularity, and it might be well to examine it carefully before too much reliance is placed upon it. When derived from the formula, P.E.<sup>m</sup> = .6745  $\sigma \sqrt{1-r_{12}}$ , its magnitude depends to a very considerable extent on the size of the standard deviation ( $\sigma$ ). But the standard deviation gives us more information about the children who have been tested than it does about the test that is employed.<sup>18</sup>

In all four tests there was a large number of zero scores on the sub-tests. The frequency of these zero scores is shown in Table 3. In this respect the Haggerty is particularly at fault.

TABLE 3	1
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Test. 1	2	3	4	5	6	7	8	9	10	N.
Haggerty 15	22	15	19	11	31					64
Pressey 0	3	4	6							69
Detroit2		2	3	1	2	6	2	4	4	64
Pintner	1	8	10	7	7	16				61

This may be accounted for to some extent at least by the fact that the Haggerty was the first test to be given. The number of zero scores on the Pressey is particularly small.

It is necessary to examine these tests for their general usefulness. Each test may be considered separately. The Haggerty is undoubtedly too difficult for children during the first half-year of the first grade. This is evidenced by the large number of zero scores, indicating that it does not measure the lower levels of ability. The scoring on some of the exercises is very subjective. In the hands of a teacher who is not accustomed to scoring such tests, this defect would probably have considerable weight. The Haggerty also demands abilities which

<sup>&</sup>lt;sup>38</sup> On this point, cf. 21st Yearbook of the National Society for the Study of Education. Ch. iii, Statistical Methods Applied to Educational Testing, by Harold Rugg, pp. 77-79.

are not to be expected in first grade entrants. Too much weight seems to have been attached to exercise 10, a substitution test, but this will have to be determined experimentally. While the Haggerty Delta 1 is useful in grades two and three, it is not satisfactory in grade one.

The Detroit test has been recommended by many for use in the first grade. Its successful use in the Detroit public schools has gained a high place for it among tests of its kind. It is rather lengthy, however, and could probably be improved by providing a more convenient booklet or independent pages and giving these on separate occasions. This test was constructed especially for first grade children and is superior to some of those designed for use in the first three grades.

The Pressey test possesses many good points. It is easy to give, easy to score, objective, and possesses other merits. Both this study and those reported by others agree in usefulness of the Pressey test. It, too, could probably be improved somewhat by a smaller size of page and a reduction of the number of items per page.

The Pintner-Cunningham is a new test that has not been studied to any extent as yet. It embodies several improvements in its general composition. The pages are small, and the number of independent tests to a page is very small in all cases. In this way the children are not distracted from the task in hand to something that appeals more to their interest or curiosity.

All of the tests should be provided with better standards. This will undoubtedly be effected as they are more widely used. There is little to enable one to choose between the last three, but the Pintner-Cunningham could be profitably employed with the Detroit or Pressey as checks. These three are greatly superior to many other first-grade tests that have been mentioned in this article. Further study is necessary to cull from the mass of tests those best adapted to first grade use.

THOMAS GEORGE FORAN,
Department of Psychology,
Catholic University of America.

## CHRONICLES OF AMERICA

"The Chronicles of America," in fifty volumes of about two hundred and fifty pages each, were issued in 1919-1921 by the Yale University Press. The first, or, Abraham Lincoln edition, selling by the set at \$3.50 a volume (far beyond the purse of Lincoln), marked a high point in the publishers' art, printed on specially prepared paper, bound artistically in Yale-blue cloth-boards, and amply illustrated with prints in photogravure from the originals. Suitable for home and college libraries, it was hardly more practical for the constant usage of teachers and students than a still more elaborate and prohibitively expensive edition which followed. In recognition of this, a relatively cheap students' edition was published.

This edition concerns us, for its volumes, which under certain conditions can be separately purchased, are within the budget of any large high school, community, academy, or college library. Attractively printed, well bound, supplied with maps and charts, of handy size, this series has proven serviceable for the general reader and in duplicate numbers for history reserve shelves. It is this edition which has popularized the Chronicles of America, which in turn are vitalizing the presentation of our national history. This Chief Justice Taft had in mind when he wrote: "Sincerely feel that the series is performing a patriotic service in making men and women read American history who have known little or nothing about it before."

Dr. Allen Johnson, professor of American history in Yale University, as general editor, has selected a wide range of scholars and publicists to write individual volumes, each covering an epoch and therefore a unit in itself and yet so coordinated that it contributes its essential part to the telling of the whole story. The authors are for the most part nationally known specialists in various phases of American history who, without sacrificing scholarship, have presented a popularized interpretation of their findings in a search of the fast accumulating monographs, studies, and doctoral dissertations. They have sifted materials with trained skill and woven the essentials into a literary narrative freed of the repelling impedimenta of notes, citations, and awe-inspiring bibliographies. Some of

the volumes are gems of stylistic English; all are written by scholars who can write. Short, selected bibliographies will guide students who are tempted to extend their reading.

The tolerance of scholarship is breathed by practically every volume in the set. There is little sectional bias, certainly none in the volumes dealing specifically with the South. New England's halo is not left entirely undisturbed. There is no propaganda of any kind, unless good will and intelligent understanding among nations are to be condemned. The truth is told concerning Tories and Patriots, for with reasonable detachment both sides of the Revolution are portraved. Of hostility to England there is little, yet patriotism is fostered and true Americanization is taught with a straightforward evaluation of American contributions and traditions. Party life is depicted without partisanship; even the agrarian parties are philosophically considered, not condemned and outlawed as socialistic. The influence of the west is not neglected. Prof. Turner's disciples have seen to that. Social and economic life are described in their fullness, far more than in the older and more formidable "American Nation Series," edited by Prof. A. B. Hart. The contribution of immigrant races receives fair appraisement. From a Catholic viewpoint, there is little to amend and a great deal to commend.

It may be asked how this series can be used for class purposes. In Yale, the series is used as a textbook for the sophomore class in American history, a sufficient number of sets being placed on the reserve shelves. Before completion of his year's course of three hours a week, the conscientious student has read practically the whole series. This is not an impossible task, for even a reader unfamiliar with the subject matter should be able to finish a volume in eight hours. A fifteen-minute daily quiz by tutors effectively discloses how carefully the reading is being done. This method will not prove practical in many colleges or even state institutions because of the expense. But in any college where the class in American history follows a standard, single volume text it would be well to have the "Chronicles" available in sufficient number for supplementary reading.

For high schools or academies, the short manual alone is most

practical with a fair assortment of parallel texts, books of readings and the like. However, some of the Chronicles are simple enough to be introduced to the student through specific page references. The teacher could vitalize his work, give it color and background as well as profitably supplement the text by a systematic study of at least certain of the Chronicles. American history can neither be learned nor taught from a single manual; the story is too full; the ramifications are too manifold; the menace of a single author's bias, whatever that prejudice may be, is too great. The high school teacher must be prepared to do for the pupil what the college student should do for himself-arouse an interest and satisfy a curiosity. Socialization of history is the duty of the high school instructor, just as it is result of collateral reading in college, rather than the objective of the text-writer. And teachers will find no phase but the religious life of America untouched by the chroniclers of these volumes.

The series is so organized that the first ten volumes relate the story of America from its discovery to the Declaration of Independence; the next seven volumes carry the narrative to the end of the Second War for Independence, nine volumes to the Civil War, and six volumes through Reconstruction days; eight volumes deal with the modern industrial area; six volumes describe America as a world power through the Conference of Versailles; two volumes describe our Canadian and Latin-American neighbors; and finally two volumes summarize our intellectual and cultural life.

Dr. Ellsworth Huntington contributes the introductory volume, "The Red Man's Continent," with a fascinating account of the aboriginees, their customs and culture, and two exhaustive chapters on geographic influences. "The Spanish Conquerors," by Irving B. Richman, is a telling chronicle of Catholic conquisquadores, of Columbus, the monks Perez and Marchena, Ferdinand and Isabella, Vespucci, Pinzon, Cortez, Balboa, Nino and Gongalez, Pizarro, Las Casas, Narvaez, Cordoba, De Soto, Velasquez, and a host of others. Dr. Richman makes of mere names living men. Columbus, a Jew, is a legend exploded most interestingly. Assuredly, such a volume should be read by the Catholic teacher of history, and even broadened by a perusal of

McCarthy's "Columbus and His Predecessors," and Prof. Bournes' "Spain in America." "Elizabethan Sea Dogs," by Colonel William Wood, has the thrill of a romance; few romances have such a background. It is a narrative of the Briton emerging from his insular position to his wider home on the sea. Stirringly, Mr. Wood describes the deadly attacks on the silver galleons on the Spanish Main, the bloody adventures of royal buccaneers like Hawkins, Drake, Grenville and Raleigh, and the life of seafaring men singing the ballads of Devon. Strictly Anglican in tone is the account of English religious conditions and of the Armada, where no attempt is made to herald the work of the Catholic Lord High Admiral Howard of Effiingham.

A Canadian scholar, William B. Munro, in "The Crusaders of New France," relates quite as inspiring a story of heroic adventure. The spirit of the volume is seen in its dedication: To Father Henri Beude, "this tribute to the men of his race and faith is affectionately inscribed." How real does the author picture the labors of Laval, the Jesuits, Sulpicians, Récollets, and Ursulines, the explorations of Cartier, La Salle, the Tontys, Joliet, Pére Marquette, Le Seur, Du Thut, and numberless coureurs-de-bois, the schemes of Colbert and Richelieu, and the martyrdoms of missionaries to the savages.

Miss Mary Johnston has written a sketch of the beginnings of Virginia and Maryland and a meager summary of the Carolinas and Georgia under the title, "Pioneers of the Old South." In this connection, a Catholic teacher might read Bishop Russell's "Maryland the Land of the Sanctuary." Miss Johnston whole-heartedly accredits Baltimore's toleration policy with the highest motives and does not hesitate in ascribing the bigotry of the colony as the cause of Wingfield's expulsion. Miss Maud W. Goodwin in "The Dutch and English on the Hudson" recounts the fortunes of New Amsterdam under Dutch and English rule and the rise of the manorial lords.

The colonial scholar, Prof. Charles M. Andrews, of Yale University, has two volumes, "The Fathers of New England" and "Colonial Folkways." Here we have the true story of early New England and its exact contribution to American life by one who loyes the Puritan colonies well enough to criticize them

and who knows the records and sources sufficiently to evaluate them for all future historians. Read with his small book, "The Colonial Period," in Holt's Home University Library, the teacher will arrive at a just interpretation of the many-sided life of the colonizers of New England. In this connection it would be well to read the recent volume of James T. Adams, "The Foundation of New England," for a true understanding of this section is quite essential to one who would know America.

"The Quaker Colonies" is a chronicle of Pennsylvania, the Jerseys, and Delaware, by Prof. Sydney G. Fisher. It is a tale of persecution in England, exile for conscience-sake and economic betterment to Penn's colony, where toleration of all creeds, even the Catholic, was granted. The coming of the Germans and Scotch-Irish and their political struggles with the governing aristocracy are told in stressing the slow growth of democracy. Much space is devoted to the social life of Philadelphia with its taverns, coffee-houses, estates, and intellectual coterie, far surpassing contemporary Boston. One might as a supplement read "The Commonwealth of Pennsylvania" (Encyclopedia Press), by Thomas Kilby Smith, a book with which students should be more familiar.

Prof. George M. Wrong, of Toronto, contributes "The Conquest of New France," covering that century of contest between England and France for the mastery of the continent-King William's, Queen Anne's, King George's, and the French and Indian Wars. The issue was Montcalm or Wolfe, Quebec or Boston, as the author makes clear in his chapters contrasting the Gallic and Anglo-Saxon colonial politics. For the Acadians he offers the apology of expediency, the doctrine of might. With national pride, he points to the college and convent school in Quebec the year of Harvard's foundation. The opening of the western wilderness is intense-the Vérendryes, Cadillac, d'Iberville, Bienville, Charlevoix the black-robe of the Sioux, St. Pierre in the Rockies, and the furriers Mackenzie and Hendry trailing the Arctic River. What student can read these volumes and think of the colonial period as drab and dull? Only a deadening text or ill-informed teacher can make the history of a people uninteresting.

This brings us to Prof. Carl Becker's "The Eve of the Revo-

lution," a literary gem, written in a chatty tone, treating rather flippantly patriot heroes and reputed causes of the break with England. He has since written as a separate volume "The Declaration of Independence," both of which unduly sensitive minds may regard as slightly unpatriotic. At all events, Dr. Becker only restates a generally accepted thesis. Prof. Wrong has the volume, "Washington and His Comrades in Arms," a survey of the war by a British lover of Washington who is moderately in sympathy with the rebel leaders of 1776. Dr. Henry Jones Ford, of Princeton, incidentally a recent convert, offers the accompanying work, "Washington and His Colleagues," which considers the establishment of the Government and the problems of the first three administrations.

"The Fathers of the Constitution" is from the pen of Dr. Max Farrand, of Yale University, whose "Records of the Constitutional Convention" and "Framing of the Constitution" have won for him primary recognition as the authority on the work of the framers. A teacher might supplement this volume with the somewhat materalistic or radical interpretation of the work of the convention as found in Dr. Charles Beard's "Economic Interpretation of the Constitution." Prof. Edward Corwin, of Princeton, has written a masterpiece, "John Marshall and the Constitution," which will be welcomed as a succinct summary by readers who hesitate to explore Senator Beveridge's four massive volumes on the same subject.

Dr. Ralph D. Paine outlines the War of 1812 under the title, "The Fight for a Free Sea," which will arouse national pride quite as much as his second volume in the series, "The Old Merchant Marine." Mr. W. L. Marvin and Admiral Benson both have volumes on the same subject, the latter a very recent publication of Macmillan's under the auspices of the Knights of Columbus Historical Commission.

The "Vision of the West" is portrayed by writers who have caught that vision of the importance of the west in American history and its destiny in America of the future. Miss Constance Skinner, of the Yale Press, has two volumes on the "Pioneers of the Old Southwest" and "The Adventurers of Oregon." Prof. Frederick Ogg, of the University of Wisconsin, contributes "The Old Northwest" and "The Reign of Andrew

Jackson," which should be digested by students of American democracy and its tedious evolution. "The Spanish Borderlands," by Prof. Herbert Bolton, of the University of California, is a chronicle of Spanish missionaries, which no well-read Catholic will neglect. Bolton's name causes one to ponder over the great contribution of Protestant, or rather non-Catholic, historians to American Catholic history—Winsor, Thwaites, Parkman, Bancroft, Bourne, Fish, aside from innumerable local historians.

Mr. Stewart Edward White has dramatized the golden trail to California and the riotous days of the prospectors in "The Forty-Niners." Prof. Archer B. Hulbert, of "Historic Highways" fame, has the volume on the "Paths of Inland Commerce." Dr. Nathaniel Stephenson covers a most intricate epoch, "Texas and the Mexican War"; few American students write so well or know their south from so many angles. The late Emerson Hough in "The Passing of the Frontier" condenses a lifetime of intimate acquaintance, personal and bookish, with the plains, the cow-country, ranchers, miners, cow-boys, settlers, trails, and Indians. Traveler, explorer, and student, Hough has taught a generation the byways of the trans-Mississippi region. Now, fortunately, the screen in "The Covered Wagon" is keeping alive his peculiar pioneer knowledge.

The six volumes covering the days of secession are written by scholars who realize that the war is over and who emphasize the social, cultural, and economic phases of the struggle rather than the political and military. Prof. William E. Dodd, of the University of Chicago, a man of southern lineage in "The Cotton Kingdom" describes the economic life, the cotton-negro capitalism of the pre-bellum days. The late Prof. Jesse Macy. of Iowa, in his "Anti-Slavery Crusade" traces the origin of the anti-slavery feeling and its irrepressible growth until the abhorred institution was laid low, yet he is free of the "bloody-Kansas" background. Mr. Stephenson has two more volumes, "Abraham Lincoln and the Union" and "The Day of the Confederacy." This is indeed an example of broad Americanism when a man can chronicle both sides of a conflict still so vivid in the minds of the dying generation. Colonel Wood contributes a second volume, "Captains of the Civil War," with which one

might profitably associate James Ford Rhodes' book on the war. Prof. Walter Fleming, a product of Dunning's famous seminar in the Reconstruction period, in "The Sequel of Appomattox" writes of the problems following Lee's surrender and the tortuous path of the seceded states back into the Union. An inquisitive reader might scan Dr. Charles McCarthy's "Lincoln's Plan of Reconstruction" for a more detailed and scholarly study of the constitutional questions involved.

American intellectual life is depicted by Dr. Bliss Perry, of Harvard, in "The American Spirit in Literature" and by Dr. Edwin Slosson in "The American Spirit in Education." The former is a brilliant survey of our literature from Captain John Smith to Whitcomb Riley-philosophers, poets, novelists, humorists, and master historians. The latter volume is a worthy outline of educational activities and institutions. A long chapter is devoted to an appreciation of Catholic education based on the writings of Gilmary Shea, Archbishop Spalding, and Dr. Burns, of Notre Dame, opening with a quotation from Spalding: "The greatest religious fact in the United States today is the Catholic School System, maintained without any aid except from the people who love it." Dr. Slosson is apparently familiar with Catholic schools and their peculiar problems and with the tremendous work which the Catholic University is accomplishing so quietly. Assuredly, this book should find place on our educators' book shelves.

Economic and industrial rather than political or constitutional lines mark America's advance since Reconstruction Days. This fact was borne in mind by the editor in planning the series, and judicious was his selection of authorities. The late Samual P. Orth, of Cornell University, contributes the volumes, "Our Foreigners" and "The Armies of Labor." Prof. Holland Thompson, of New York City College, a close student of business and of the immediate present, has two volumes, "The Age of Invention" and "The New South." Mr. John Moody describes modern capitalism in "The Railroad Builders" and "The Masters of Capital," while Dr. Burton F. Hendrick writes "The Age of Big Business."

No student can peruse such chronicles without a touch of national pride in the enormous material possibilities of America. He will appreciate the contribution of individual immigrants and of the immigrant races, the advantages of organized labor, the opportunities of capital, the tremendous expansion of the country, increase in national wealth, and individual fortunes. The volumes are not reactionary in tone, possibly not sufficiently liberal, but at all events they are safely conservative.

The last phase, America as a world power, is covered by Prof. Henry Jones Ford in *The Cleveland Era*, by Dr. Carl Russell Fish, of the University of Wisconsin, in "The Path of Empire," by Mr. Harold Howland in "Theodore Roosevelt and His Times," as fine an interpretation of the late president as yet written, and by Dr. Charles Seymour, of Yale University, and as an associate of Colonel House with the Peace Mission in "Woodrow Wilson and the World War." Mr. Orth's, "The Boss and the Machine" and Prof. Solon Buck's "The Agrarian Crusade" are included in this group for convenience.

The last two volumes round out the series, "The Canadian Dominion," by Mr. Oscar D. Skelton, and "The Hispanic Nations of the New World," by Dr. William R. Shepherd. America knows too little concerning her neighbors. Students in college learn of Egypt but not of Canada or of the Latin-American states. Short textbooks cannot include much material of this kind, but the teacher of American history cannot be totally ignorant of our immediate neighbors and do effective work. Prof. Shepherd's volume, because of its content and judicious evaluation of Latin culture, should appeal to our teachers with special force.

Thus the "Chronicles of America" trace America from its discovery to its present position as a first-rate world power. History popularized, vitalized for student and teacher, yet trust-worthy—that is the contribution of the series and of the Yale University Press.

RICHARD J. PURCELL.

### FOSSIL PEDIGREES

(Continued)

The imprudence of taking these "reconstructions" of extinct forms too seriously, however, is inculcated not merely by theoretical considerations, but by experience as well. Even in the case of the mammoth, a comparatively recent form, whose skeletal remains had been preserved more completely and perfectly than those of other fossil types, the discovery of a complete carcass buried in the ice of the Siberian "taiga" on the Beresovka river showed the existing restorations to be false in important respects. All, without exception, stood in need of revision, proving, once and for all, the inadequacy of fossil remains as a basis for exact reconstruction. E. Pfizenmayer, a member of the expedition, comments on the fact as follows: "In the light of our present knowledge of the mammoth, and especially of its exterior, the various existing attempts at a restoration need important corrections. Apart from the many fanciful sketches intended to portray the exterior of the animal, all the more carefully made restorations show the faults of the skeleton, hitherto regarded as typical, on which they are based, especially the powerful semicircular and upward-curved tusks. the long tail, etc.

"As these false conceptions of the exterior of the mammoth, both written and in the form of pictures, are contained in all zoological and palaeontological textbooks, and even in scientific monographs, it seems necessary to construct a more nearly correct picture, based on our present knowledge. I have ventured on this task, because as a member of the latest expedition for mammoth remains, I was permitted not only to become acquainted with this newest find while still in its place of deposit and to take part in exhuming it, but also to visit the zoological museum of St. Petersburg, which is so rich in mammoth remains, for the purpose of studying the animal more in detail" (Smithson. Inst. Rpt. for 1906, pp. 321, 322). The example is but one of many, which serve to emphasize not merely the inadequacy of the generality of palaeontological restorations, but also the extreme difficulty which the palaeontologist

experiences in interpreting aright the partially-effaced record of a vanished past.

The fifth and most critical flaw in the fossil "evidence" for evolution is to be found in the anomalies of the actual distribution of fossils in time. It is the boast of evolutionary Palaeontology that it is able to enhance the cogency of the argument from mere structural resemblance by showing, that, of two structurally-allied forms, one is more ancient than the other, and may, therefore, be presumed to be ancestral to the later form. Antecedence in time is the sine qua non qualification of a credible ancestor, and, unless the relative priority of certain organic types, as compared with others, can be stablished with absolute certainty, the whole palaeontological argument collapses, and the boast of evolutionary geology becomes an empty vaunt.

Whenever the appearance of a so-called annectant type is antedated by that of the two forms, which it is supposed to connect, this fact is, naturally, a deathblow to its claim of being the "common ancestor," even though, from a purely morphological standpoint, it should possess all the requisites of an ancestral type. Commenting upon the statement that a certain genus "is a truly annectant form uniting the Melocrinidae and the Platycrinidae," Bather takes exception as follows: "The genus in question appeared, so far as we know, rather late in the Lower Carboniferous, whereas both Platycrinidae and Melocrinidae were already established in Middle Silurian time. How is it possible that the far later form should unite these two ancient families? Even a mésalliance is inconceivable" (Science, Sept. 17, 1920, p. 260).

Certainty, therefore, with respect to the comparative antiquity of the fossiliferous strata is the indispensable presupposition of any palaeontological argument attempting to show that there is a gradual approximation of ancient, to modern, types. Yet, of all scientific methods of reckoning, none is less calculated to inspire confidence, none less safeguarded from the abuses of subjectivism and arbitrary interpretation, than that by which the relative age of the sedimentary rocks is determined!

In order to date the strata of any given series with reference to one another, the palaeontologist starts with the principle that, in an *undisturbed* area, the *deeper* sediments have been de-

posited at an earlier period than the overlying strata. Such a criterion, however, is obviously restricted in its application to local areas, and is available only at regions of outcrop and erosion, where a vertical section of the strata is visibly exposed. To trace the physical continuity, however, of the strata (if such continuity there be) from one continent to another, or even across a single continent, is evidently out of the question. Hence, to correlate the sedimentary rocks of a given region with those of another region far-distant from the former, some criterion other than stratigraphy was required. To supply this want, recourse was had to index fossils, which have now come into general use as age-markers and means of stratigraphical correlation, where the criterion of superposition is either absent or inapplicable. Certain fossil types are assumed to be infallibly indicative of certain stratigraphical horizons. In fact, when it comes to a decision as to the priority or posteriority of a given geological formation, index fossils constitute the court of last appeal, and even the evidences of actual stratigraphical sequence and of physical texture itself are always discounted and explained away, whenever they chance to conflict with the presumption that certain fossil forms are typical of certain geological periods. If, for example, the superposed rock contains fossils alleged to be typical of an "earlier" stratigraphic horizon than that to which the fossils of the subjacent rock belong, the former is pronounced to be "older," despite the fact that the actual stratigraphic order conveys the contrary impression. "We still regard fossils," says Prof. Judd, "as the 'medals of creation,' and certain types of life we take to be as truly characteristic of definite periods as the coins which bear the image and superscription of a Roman emperor or of a Saxon king" (cf. Smithson. Inst. Rpt. for 1912, p. 356). Thus it comes to pass, in the last analysis, that fossils, on the one hand, are dated according to the consecutive strata, in which they occur, and strata, on the other hand, are dated according to the fossils which they contain.

Such procedure, to put it mildly, is, if not actually, a vicious circle, at least, in imminent danger of becoming so. For, even assuming the so-called empirical generalization, that makes certain fossils typical of certain definitely-aged geological "formations," to be based upon induction sufficiently complete and

analytic to ensure certainty, at least, in the majority of instances, and taking it for granted that we are dealing with a case, where the actual evidence of stratigraphy is not in open conflict with that of the index fossils, who does not see that such a system of chronology lends itself only too readily to manipulation of the most arbitrary kind, whenever the pet preconceptions of the evolutionary chronologist are at stake? How, then, can we be sure, in a given case, that a verdict based exclusively on the "evidence" of index fossils will be reliably objective? It is to be expected that the evolutionist will refrain from the temptation to give himself the benefit of every doubt? Will there not be an almost irresistible tendency on the part of the convinced transformist to revise the age of any deposit, which happens to contain fossils that, according to his theory, ought not to occur at the time previously assigned?

The citation of a concrete example will serve to make our meaning plain. A series of fresh-water strata occur in India known as the Siwalik beds. The formation in question was originally classed as Miocene. Later on, however, as a result. presumably, of the embarrassing discovery of the genus Equus among the fossils of the Upper Siwalik beds, Mr. Blanford saw fit to mend matters by distinguishing the Upper, from the Lower, beds and assigning the former (which contain fossil horses) to the Pliocene period. The title Miocene being restricted by this ingenious step to beds destitute of equine remains, namely the Nahun, or Lower Siwalik, deposits, all danger of the horse proving to be older than his ancestors was happily averted. A mere shifting of the conventional labels, apparently, was amply sufficient to render groundless the fear, to which Professor Sedgwick had given expression in the following terms: "The genus Equus appears in the upper Siwalik beds, which have been ascribed to the Miocene age. . . . If Equus really existed in the Upper Miocene, it was antecedent to some of its supposed ancestors" (Student's Textbook of Zoology, p. 599). Evidently, the Horse must reconcile himself perforce to the pedigree assigned to him by the American Museum of Natural History; for he is to be given but scant opportunity of escaping it. This classic genealogy has already entailed far too great an expenditure of time, money and erudition to

permit of any reconsideration; and should it chance, in the ironic perversity of things, that the Horse has been so inconsiderate as to leave indubitable traces of himself in any formation earlier than the Pliocene, it goes without saying that the formation in question will at once be dated ahead, in order to secure for the "ancestors" that priority which is their due. An elastic criterion like the index fossil is admirably adapted for readjustments of this sort, and the evolutionist who uses it need never fear defeat. The game he plays can never be a losing one, because he gives no other terms than: Heads I win, tails you lose.

In setting forth the foregoing difficulties, we have purposely refrained from challenging the cardinal dogma of orthodox palaeontology concerning the unimpeachable time-value of index fossils as age-markers. The force of these considerations, therefore, must be acknowledged even by the most fanatical adherents of the aforesaid dogma. Our forbearance in this instance, however, must not be construed as a confession that the dogma in question is really unassailable. On the contrary, not only is it not invulnerable, but there are many and weighty reasons for rejecting it lock, stock and barrel.

The palaeontological dogma, to which we refer, is reducible to the following tenets: (1) The earth is swathed with fossiliferous strata, in much the same fashion that an onion is covered with a succession of coats, and these strata are universal over the whole globe, occurring always in the same invariable order and characterized not by any peculiar uniformity of external appearance, physical texture, or mineral composition, but solely by peculiar groups of fossil types, which enable us to distinguish between strata of different age and to correlate the strata of one continent with their counterparts in another continent— "Even the minuter divisions," says Scott, "the substages and zones of the European Jura, are applicable to the classification of the South American beds" (Introduction to Geology, p. 681); (2) In determining the relative age of a given geological formation, its characteristic fossils form the exclusive basis of decision, and all other considerations, whether lithological or stratigraphic, are subordinated to this-"The character of the rocks," says H. S. Williams, "their composition or their mineral contents have nothing to do with settling the question as to

the particular system to which the new rocks belong. The fossils alone are the means of correlation" (Geological Biology, pp. 37, 38).

To those habituated to the common notion that stratigraphical sequence is the foremost consideration in deciding the comparative age of rocks, the following statement of Sir Archibald Geikie will come as a distinct shock: "We may even demonstrate," he avers, "that in some mountainous ground the strata have been turned completely upside down, if we can show that the fossils in what are now the uppermost layers ought properly to lie underneath those in the beds below them" (Textbook, ed. of 1903, p. 837). In fact, the palaeontologist, H. A. Nicholson, lays it down as a general principle that, wherever the physical evidence (founded on stratigraphy and lithology) is at variance with the biological evidence (founded on the presence of typical fossil organisms), the latter must prevail and the former must be ignored: "It may even be said" he tells us, "that in any case where there should appear to be a clear and decisive discordance between the physical and the palaeontological evidence as to the age of a given series of beds, it is the former that is to be distrusted rather than the latter" (Ancient Life History of the Earth, p. 40).

The mere statement of this dogma regarding the supremacy and universal applicability of fossil evidence as a means of ascertaining the relative age of geological deposits, suffices to show that, far from being self-evident, it is not even plausible as a postulate. Prof. George McCready Price devotes some fifty pages of his recent work, The New Geology (1923), to an intensely destructive criticism of the alleged intrinsic time-value of index fossils (cf. op. cit., chapters XXXVIII and XL), and appears to have triumphantly substantiated his contention, which involves the complete collapse of the palaeontological argument for evolution, the contention, namely, that there is no scientific warrant whatever for "affirming that one type of life is intrinsically older than another," and that "we can no longer feel that confidence in the fossils as true age-markers which we used to feel." As such criticism saps the very foundation of all palaeontological evidence, it will not be out of place to summarize his arguments here.

He begins by stating the issue in the form of a twofold question: (1) How can we be sure, with respect to a given fauna (or flora), say the Cambrian, that at one time it monopolized our globe to the complete exclusion of all other typical faunas (or floras), say the Devonian, or the Tertiary, of which it is assumed that they could not, by any stretch of imagination, have been contemporaries, on either land or sea, of the respective "older" fauna (or flora)? (2) Do the formations (rocks containing fossils) universally occur in such a rigidly invariable order of sequence with respect to one another, as to warrant our being sure of the starting-point in the time-scale, or to justify us in projecting any given local order of succession into far-distant localities, for purposes of chronological correlation? His response to the first of these questions constitutes what may be called an aprioristic refutation of the orthodox view, by placing the evolutionary palaeontologist in the trilemma: (a) of making the awkward confession that, except within limited local areas, he has no means whatever of distinguishing between a geographical distribution of coeval fossil forms among various habitats and a chronological distribution of fossils among sediments deposited at different times: (b) or of denying the possibility of geographical distribution in the past, by claiming dogmatically that world during Cambrian times, for example, was totally unlike the modern world, of which alone we have experimental knowledge, in as much as it was then destitute zoological provinces, districts, zones, and other habitats peculiar to various types of fauna, so that the whole world formed but one grand habitat, extending over land and sea, for a limited group of organisms made up exclusively of the lower types of life; (c) or of reviving the discredited onion-coat theory of Werner under a revised biological form, which asserts that whole globe is enveloped with fossiliferous rather than mineral strata, whose order of succession being everywhere the same enables us to discriminate with precision and certainty between cases of distribution in time and cases of distribution in space. In his response to the second question, Prof. Price adduces numerous factual arguments, which show that the invariable order of sequence postulated by theory of the time-value of index fossils, not only finds no confirmation in actual or concrete sequences of fossiliferous rocks, but is often directly contradicted thereby. "Older" rocks may occur above "younger" rocks, the "youngest" may occur in immediate succession to the "oldest," Tertiary rocks may be crystalline, consolidated and "old in appearance," while Cambrian and even pre-Cambrian rocks sometimes occur in a soft, incoherent condition, that gives them the physical appearance of being as young as Pleistocene formations. These exceptions and objections to the "invariable order" of the fossiliferous strata accumulate from day to day, and it is only by means of Procrustean tactics of the most drastic sort that the facts can be brought into any semblance of harmony with the current dogmas, which base geology upon evolution rather than evolution upon geology.

BARRY O'TOOLE.

(To be continued)

# EDUCATION IN NOVA SCOTIA BEFORE 1811

(Continued)

The first clause of section one of the act provided for the licensing of grammar school teachers throughout the province. It did not attempt to specify the necessary scholastic requirements of the applicant but it stated the manner in which such a license was to be secured, leaving it to the judgment of the issuing parties to decide when the candidate possessed eligible qualifications. Obviously its design was to abolish the system of indifferent teaching practiced in the outlying settlements by unauthorized teachers. The license thus secured was of local application and could be obtained by submitting to an examination by the parish minister or, in his absence, by two justices of the peace who made the necessary recommendation to the Governor. Ratification by the latter was necessary before a license became valid. The whole of this clause is as follows:

Be it enacted by the Commander-in-Chief, and Assembly, that no person shall hereafter set up or keep a grammar school within this Province, till he shall first have been examined by the minister of such town wherein he proposes to keep such grammar school, as to the qualifications for the instruction of children in such schools; and where no minister shall be settled, such examination shall be made by two Justices of the Peace, for the county, together with a certificate from at least six of the inhabitants of such town, of the morals and good conduct of such schoolmaster, which shall be transmitted to the Governor, Lieutenant-Governor, or Commander-in-Chief, for the time being, for obtaining a license as by His Majesty's royal instruction directed.<sup>179</sup>

The succeeding clause of the same section had particular reference to the schools of Halifax. It stipulated:

That no person shall set up or keep a school for instruction of youth in reading, writing, or arithmetic, within the township of Halifax, without such examination, certificate and license, or in any other manner than is before directed; and every such schoolmaster who shall set up or keep a school contrary to this Act, shall for every offence, forfeit the sum of three pounds, upon conviction before two Justices of the

<sup>&</sup>quot;Laws and Statutes of Nova Scotia, c. 7, Sec. 1.

Peace of the county where such person shall so offend, to be levied by warrant of distress, and applied for the use of the school of the town where such offence shall be committed.

Nowhere in the act is intimation given as to what class of institution is alluded to by the designation "grammar school." But, since prior to the opening of the grammar school at Halifax in 1789, there existed nowhere in the province an educational institution approximating our conception of a grammar school, we might reasonably suppose that the framers of the law had in mind, when they drafted this clause of the act, the schools of the province generally; while the additional clause, covering in an especial manner the schools of Halifax, was in their view designed to regulate the management of the several private schools of the Capital.

Section 2 of the act provided that:

No person shall presume to enter upon the said office of schoolmaster until he shall have taken the oaths appointed to be taken instead of the oaths of allegiance and supremacy, and subscribed the declaration openly in some of His Majesty's courts, or as shall be directed by the Governor, Lieutenant-Governor, or Commander-in-Chief for the time being, and if any popish recusant, papist, or person professing the popish religion, shall be so presumptuous as to set up any school within this Province, and be detected therein, such offender shall, for every such offence, suffer three months imprisonment without bail or mainprize, and shall pay a fine to the King of ten pounds, and if any one shall refuse to take the said oaths and subscribe the declaration, he shall be deemed and taken to be a popish recusant for the purposes so before mentioned.

This section in combination with the preceding one discloses evidence of the intention of the law to confine the privilege of teaching in the province to adherents of the Established Church alone. Although the express disabilities it inflicted on Catholics disguised, in a measure, this purpose, subsequent developments revealed the true nature of its provisions.

Section 3 reaffirmed the land grants for school purposes and made provision for their administration by trustees.

And whereas his Majesty has been pleased to order that four hundred acres of land in each township, shall be granted to and for the use and support of schools, be it enacted, That

said quantity of lands shall be vested in trustees for said purpose, and such trustees shall be and are hereby enabled to sue and defend for and on behalf of such schools, and to improve all such lands as shall be most for the advantage and benefit thereof.

The merits of the law as a whole were not exceptional. It did, by the license regulations it imposed, attempt to give a semblance of uniformity to our schools and it helped to protect children from any deleterious influences to which they might have been exposed by the teaching of free-lance schoolmasters. But its terms were more negative than positive. It tended to deprive settlements of teachers of their own choice and it made little or no provision to replace them by duly qualified ones. If it did not impede educational progress it can scarcely be credited with having accelerated the free development of schools in the province. With the exception of the clauses of the excise law of 1794, which provided financial assistance for schools by imposing an additional tax of three pence per gallon on all light wines entering the ports of the province, it was, however, the only school law of general application to the province passed by the local legislature in the eighteenth century.180

Licensing of Schoolmasters.—The sections of the school law of 1766 dealing with the licensing of schoolmasters, which is the principal feature of the act, were promulgated in accordance with the royal instructions addressed from time to time to the governors of the province. A special order issued to Governor Phillips in the year 1729 directed him to apply to the province the school regulations then in force in His Majesty's colony of Virginia.181 These in part decreed that "no schoolmaster be henceforth permitted to come from this kingdom (Great Britain) to keep school in that Our said Colony without the license of the said Lord Bishop of London; and that no other person now there or that shall come from other parts shall be admitted to keep school in Virginia without your license first obtained."182 Identical instructions were given Governor Wilmot of Nova Scotia in 1764.183

<sup>100</sup> Laws and Statutes of Nova Scotia, 1794.

<sup>&</sup>lt;sup>181</sup>Public Records of Nova Scotia, Vol. 348, Doc. 3. <sup>182</sup>Ibid., Vol. 348, Doc. 4. <sup>181</sup>Ibid., Vol. 249, Doc. 9.

The first license issued to a schoolmaster in Nova Scotia is entered in the Governor's Commission Book for the year 1759. The Reverend John Breynton, Rector of St. Paul's Church, Halifax, having by authority of the Governor's warrant examined certain applicants for teachers' permits, reported on September 6th of that year to Secretary Bulkeley as follows:

SIR:

In Obedience to His Excellency the Governor's Directions to me, signified by warrant dated the 3rd Instant, I have enquired and strictly examined into the Life & Conduct and other requisite Qualifications of Daniel Shatford, Lewis Beloud, and Samuel Watts to keep Schools in this Province; You will therefore be pleased to lay before His Excellency the

following report.-

Daniel Shatford was born in Glocester Shire and brought up in the Church of England and now declares himself of that persuasion. He received a School Education under his Father a professed Schoolmaster and was himself licensed for the same Occupation by the Bishop of Glocester. Since his arrival in America he instructed Youth with Success and Reputation in New York in several Branches of useful Knowledge. Upon the Strictest Enquiry, I find him well qualified to teach Grammar and the lower Latin Classes, Writing, Arithmetic, Bookkeeping and Navigation.

Lewis Beloud, a native of the Canton of Berne in Switzerland was bred a Protestant as appears by his Credentials. He and his wife may be very useful in teaching Children to

read English or French.

Samuel Watts was born in London, brought up a Protestant Dissenter and professes himself such now. He formerly taught School among Several English Families settled at Esequebo under the Dutch Government, but lost his Testimonials by a Shipwreck. I find him capable of teaching English, Writing and Arithmetic.

I am with all due esteem

Sir,

Your Most Obedient humble Servant, (Signed) John Breynton.

Halifax

6 Sept. 1759,

To Richard Bulkeley Esq Secretary."184

<sup>\*\*</sup>Public Records of Nova Scotia, Vol. 165, pp. 3-4.

In consequence of these recommendations the several parties were licensed by the Governor. Below is given the form of Mr. Shatford's certificate which became a type for subsequent permits of this kind:

> By His Excellency Chas. Lawrence, Esquire & &

License is hereby granted to Daniel Shatford to keep a School at Halifax for teaching Writing, Arithmetic, Bookkeeping, Navigation, English and Latin, he appearing qualified and having taken the Oaths of Allegiance, Supremacy and Abjuration This License to continue during good behavior.

Given under my Hand & seal at Halifax this Eighth day of September 1759. (Signed) Chas. Lawrence. By His Excellency's Command

RICHARD BULKELEY, Secy MR. DANIEL SHATFORD, Schoolmaster."185

Mr. Beloud and Mr. Watts were given permission to keep school in Halifax also, the former to teach English and French, the latter English, writing and arithmetic. No express mention is made in Beloud's commission that his wife received authority to assist him in his work. But from the nature of Dr. Breynton's recommendation we might infer that she secured, at least, an implicit permission to do so. If this supposition is correct, Mrs. Beloud was, so far as records show, the first woman to obtain official permission to teach in Nova Scotia after the conquest.

As we have noted elsewhere, Mr. Shatford kept school in Halifax until his death in 1774. Mr. Beloud, according to an advertisement in the Weekly Advertiser of Halifax in 1769, appears by this time to have acquired the privilege of teaching several subjects in addition to those enumerated in his license cited above. The name of Mr. Watts appears in the state papers of 1767 as recently appointed schoolmaster to Windsor.

PATRICK WILFRID THIBEAU.

<sup>200</sup> Ibid., p. 5.

## CLASSICAL SECTION

Inquiries on any phase of the teaching of the Classics are earnestly sought by the editor of this section. If these questions are of sufficient general interest, they will be answered in these columns, otherwise by correspondence. Teachers of the Classics are also urged to send us such information as devices, etc., which they have evolved through their own experience and may wish to place at the disposal of others.

It is proposed to treat briefly in successive numbers of the Review the main points of emphasis in the teaching of high school Latin.

I. Points of Emphasis in First Year Latin.

1. All of the regular and commonest irregular forms should be mastered. This work comprises the first part of the grammar, and of such first year books as follow the order of the grammar.

2. The main features of Latin syntax, such as are usually included in the average first year book, should be covered carefully at least once, although no thorough knowledge of syntax is expected from pupils of the first year. This is the chief aim for the class of the second year.

3. Pupils should be taught from the beginning how to divide Latin words into syllables, an important factor for the proper pronunciation of Latin according to any system. The Roman pronunciation is to be preferred, but whatever method is adopted should be accurately followed. Do not let the pupil get the idea that any sort of pronunciation will be acceptable.

4. In all written work, pupils should mark the length of vowels in the penult and ultima—in the penult because upon its quantity the accent depends, and in the ultima because its quantity is often necessary to distinguish the form. This early training in the quantity of vowels will be found extremely valuable when the pupil commences his study of Latin verse.

5. The words contained in the vocabularies of the text should be carefully memorized. It is not desirable that the number should exceed 500. The teacher should eliminate the least common words if the total number greatly exceeds that amount.

6. In the study of the Latin vocabulary, the force of the following *prefixes* in the formation of new Latin verbs from simple verbs and in the development of English derivatives should be mastered:

Ā (ab, abs), ad, con (prepositional and adverbial force), de, ex (e), in (prepositional and negative uses), inter, per, prae, pro, sub. For example: duco, "lead" + ab = abduco, "lead away"; duco, "lead" + ad =adduco, "lead to"; duco, "lead" + con = conduco, "lead together"; duco, "lead" + de = deduco, "lead down," etc. English derivatives: adduce, conduce, deduce, etc. Attention should also be called to such phonetic changes in Latin compounds as ad + capio = accipio; con + loco = colloco, etc. Cf. Jenks, Latin Word Formation, published by D. C. Heath and Co.; also other similiar works mentioned in the Classical Section of October, 1922.

7. In the first year, except when suffixes have a uniform and easily defined meaning, it is better to ignore them and merely to associate the words concerned. Note the following words formed by suffixes:

(a) Nouns derived from nouns: virtus (vir), servitus (servus), civitas (civis), pecunia (pecus), etc.

(b) Nouns derived from adjectives: amicitia (amicus), celeritas (celer), diligentia (diligens), etc.

(c) Nouns derived from verbs: adventus (advenio), oppugnatio (oppugno), indicium (indico), etc.

8. Besides the prepared translation of easy Latin passages into English, attention should be paid from the beginning to the development of power to translate Latin into English at sight.

9. It is desirable that the teacher from time to time call the attention of the class to the values of Latin study, especially its practical value. Plenty of material for this may be had from Miss Sabin's "The Relation of Latin to Practical Life."

The Classical Section of the State Teachers' Association of Texas is trying a novel scheme to promote interest in Latin among high school pupils. A so-called Latin League Tournament is being held of which the following is an extract of the preliminary notice:

#### LATIN LEAGUE TOURNAMENT

When? April 4, 1924. Where? Dallas, Texas. Contestants? "Whosoever will."

1. Each school is allowed two representatives for each year's work. In a preliminary contest select the two who make the highest grades.

2. Pupils will be classed as first year, second year, third year, and fourth year, according to enrollment in the fall term.

3. 1924 mid-term beginners may also select two representatives for a Vocabulary Tournament.

4. A prize will be awarded to the pupil who submits the best essay. Pupils may choose any one of the following subjects:

Value of Latin to a student of English. What Latin is worth to a business man.

The work of our Latin club.

Classical allusions in senior English.

Parallels to modern political and social life in Cicero.

Caesar's campaigns and the World War. Characteristics of the early Germans.

N. B.-Essays will not be accepted after March 14, 1924.

5. Appropriate prizes will be awarded to the school whose representatives make the highest score in any year's work, to individual winners in each year's work, and to the essay winner. A big surprise awaits the winners. Something new under the sun! Yet thoroughly Roman!

For further details, write to Miss Lourania Miller, 2543 Glad-

stone, Dallas, Texas.

A similar plan could be carried out among the schools of a diocese or community.

The correlation of Latin with other subjects can of course be carried to such an extreme as to detract the attention of the class from the main end in view—the acquiring of a thorough knowledge of Latin itself. For this reason we have warned constantly against any extensive correlation of Latin with other subjects than English. However, the teacher may call attention, in passing, to the numerous points of contact between Latin and other subjects. The teacher may draw up a chart similar to the several entries below to show her pupils how Latin still lives in the languages of the Romance group, i. e., French, Italian, Portuguese, Rumanian, and Spanish.

Latin	Italian	Rumanian	French	Spanish	Portuguese	English
pater	padre	tata	pere	padre	padre	paternal
filius	figlio	fiu	fils	hijo	filho	filial
filia	figlia	fia	fille	hija	filha	filial
parens	parente	parinte	parent	pariente	parente	parent
infans	infante	fante	enfant	infante	infante	infant

An excellent source for similar words is the etymological dictionary of Romance languages, written in German and known as Korting's Romanisches Wörterbuch. It will be noticed that the majority of the words go over into English as derivatives, whereas in the Romance languages they continue to have the original meaning.

Attention is called to a department called "A Word a Week" on the "Wide-Awake Page" of *The Chicago Daily News*, and edited by Mr. Willis A. Ellis. It appears every Saturday and contains interesting stories for boys and girls about English words derived from Latin. The following sample is before us:

"The men under arrest are believed to be folded up in the robbery." This is the way the newspaper reporter didn't write the sentence. What he did say was that the men were believed to be "implicated" in the robbery, but it comes to the same thing. To implicate is to fold in.

The Latin word "plicare" and its kindred give us many English derivatives. "Explicate" is to fold out, unfold, explain, and if a thing is inexplicable (accent on the second syllable) you can't unfold it no matter how hard you try. If anything is complicated it is because it is folded together. A person might, while standing, make a supplication, but etymologically it would be more correct for him to kneel, since "supplicate" means to fold under.

Our words "simple," "double," "triple," "quadruple," and so on, come from the corresponding Latin "simplex," "duplex," "triplex," "quadruplex," and the similarity of this "plex" ending to "plic" is not difficult to see. "Threefold" and "fourfold" are good synonyms for "triple" and "quadruple."

In spite of a common belief that the mere name of anything matters little, the failure and success of many a project has often depended on its lack or possession of a fitting title. We have all heard of the Direct Method of teaching Latin and associate it with an abundant or exclusive use of Latin conversation in the classroom. The old-fashioned way of teaching Latin is to drill and drive home the fundamentals of the grammar with no attempt to sugar-coat the pill in any way. But what is the name of the method now in vogue almost exclusively in the progressive schools of the United States, which aims to use every possible device to arouse interest in Latin and to show its close relationship to the life about us, without at the same time losing sight of the essentials of Latin grammar? This method has long been without a name, but at last it has been declared "The Application Method."

In the Classical Journal for November, 1923, Prof. Ullman publishes a long list of drills and dances based on classical themes. Teachers will find these useful in the preparation of plays and exhibitions.

Prof. Knapp has supplemented his article entitled "Helps to the Study of the Metamorphoses of Ovid," which appeared some months ago in the Classical Weekly, by an article called "Further Helps to the Study of the Metamorphoses of Ovid," which have just appeared in the Classical Weekly of December 10 and 17, 1923.

The following is an announcement of the activities of the School of Classical Studies, American Academy in Rome: "The work of the school began October 3, with seventeen students registered, of whom three are fellows of the Academy, four hold fellowships from American universities, six are graduates of American colleges, and four are visitors, three being university professors. A varied program has been offered, including topography, sculpture, vases, Etrurian archaeology, and Latin inscriptions. Trips have been made to Cervetri, where Prof. Mengarelli interpreted the recent excavations, and to Corneto, where Prof. Cultrera took the students through the newly arranged Etrurian Museum."

One of the students at the school is Father Young, S.J., of the St. Louis Province. Basil Linnear Gildersleeve, Professor of Greek at Johns Hopkins University, died recently at the age of ninety-two. Prof. Gildersleeve belonged to that generation of scholars which included Goodwin, Morgan, Seymour, Lane and others, and which, by its scholarly activity, especially in grammar, first procured due recognition from European scholars for the work of American Universities in the field of the Classics. Prof. Gildersleeve was the author of numerous articles and works, including several editions of authors, but his most important work is the "Greek Syntax." He was also the founder of the American Journal of Philology. We hazard the generalization that he was the greatest of American Classical scholars.

The following volumes of "Our Debt to Greece and Rome" series are announced as ready in March: "Plationism," by Alfred Edward Taylor, of St. Andrews University; "Stoicism," by Robert Mark Wesley, of the University of Michigan; "Mythology," by Jane Ellen Harrison, of Newnham College, Cambridge; "Architecture," by Alfred M. Brooke, of the University of Indiana; and "Ancient and Modern Rome," by Rodolfo Lanciani, of Rome.

The last four chapters of Baikie's "The Life of the Ancient East," published by Macmillan, contains material of interest on Troy, Mycenae, and Knossos.

Roy J. DEFERRARI.

## AFFILIATED HIGH SCHOOL AND COLLEGE SECTION

In the last issue of the Catholic Educational Review an explanation of the different types of units employed in the process of affiliation was given. In this and following issues the purpose of some of the regulations to be found on pages 48 and 49 of the Syllabus on Affiliation will be discussed.

The first regulation reads: "The examinations for the Affiliated High Schools must take place on the days and at the hours designated by the Committee on Affiliation." The purpose of this regulation is threefold. It aims at uniformity, it provides for equality of opportunity, and helps to standardize the curriculum of the high school.

The first purpose and its import is clear enough. In the carrying out of a movement as extensive as is the process of affiliation, made up as it is of so many elements, set hours are essential for good order and a smooth execution of the plan.

By providing that the examination in each subject be held at hour and day appointed, an equal advantage is secured to all taking the examinations. A faithful observance of this regulation renders impossible communication, concerning the questions, by the pupils of one school with those of another. The honesty of upright pupils and schools is protected and those susceptible to temptations of collusion or other such like weaknesses are thus shielded against themselves.

This regulation not only secures good order and fairness, but it likewise aids the school in its work of standardization. This purpose is secured in the following manner. When the schedule for the examination is prepared, it is arranged that all the examinations in a subject will be given on the same day and shall begin at the same hour. Only those pupils who have been, during the school year, following the regular course unimpeded by make-ups, etc., can comply with this regulation fully and to the letter. If any of the pupils of an affiliated high school have been following, during the year, two years in any of the approved subjects, it is not possible for them to comply with this regulation without a concession. Why? Because all the examinations set for the yearly divisions of a subject are designant.

nated to begin at the same hour on the day appointed by the committee. In other words, all the examinations in Latin or Mathematics, for example, are scheduled to begin at the same hour, hence it is not possible to observe this regulation literally if a pupil is planning to take an examination in Latin II and Latin III. For such a pupil a concession or special privilege is necessary in order that his observance of this regulation, at least in spirit, be possible.

The principal of the school alone can secure this concession from the committee, and then only when the reasons justify the same. This provision forces the deviation to the notice of the pupil, teacher, principal and finally the committee. Under ordinary conditions such a procedure tends to make all parties concerned give the situation and its causes some thought. When the causes which produce this situation are set out, their remediability is frequently disclosed and, when possible, applied. In this manner many of the obstacles to standardization are removed or at least rendered less effective.

Due to the fact that any modification of this regulation must be authorized by the committee, each affiliated high school is protected against undue pressure on the part of some parents, who, because of anxiety for the success of their children, would have this regulation more or less altered. The committee, ever watchful directly for the betterment of the schools as such, willingly shoulders the responsibility of its decision and thus frees the school from much that is disagreeable. In granting concessions concerning this regulation and, in fact, in all such situations, the committee aims to act impartially and in a manner that is constructive and helpful. Unless the reasons warrant it, no permission is granted to deviate from the observance of this regulation.

All requests for modification should be presented by the principal of an affiliated high school, during the first half of the school year. This will provide ample time for rearrangement of the pupil's work should the decision of the committee render it necessary. It is also hoped that no requests will be made until they have been carefully weighed and judged worthy by the high school staff in conference with the principal.

#### NOTES

Immaculate Conception Academy of Lodi, N. J., reports that there has been an addition of two hundred volumes to the school library. The teaching staff has been increased by the addition of two new teachers. The following courses were recently added to the curriculum: Drawing, Physiology, and Physical Training. Dr. L. L. Jackson, Assistant Commissioner of Education in the State of New Jersey, was the guest of this academy recently.

The Academy of the Holy Ghost, Putnam, Conn., has opened courses in Painting and Drawing. Eleven of the Sisters of this Community celebrated their Silver Jubilee last fall; the occasion was fittingly observed. A large number of reference volumes were recently added to the library.

Northeast Catholic High School of Washington, D. C., opened its second year class in September, 1923. Besides the Classical and Scientific, this school offers a General or English Course. A generous donation enabled this school to increase its library to a considerable extent. Among the five hundred volumes given were a set of The Encyclopedia Brittanica, Library of the World's Best Orators, a set of the World, Its Cities and Peoples, and Father Reville's "My Bookcase Series," the volumes of this last to be added as they appear.

St. Agnes College and Academy, of Memphis, Tenn., has greatly increased its library facilities by installing the Dewey Decimal System of Classification. The library now contains over four thousand volumes. A new reading and reference room have been opened. A special course on Library work has been added to the work in the classes of English.

A sum of two hundred dollars has been recently expended for additional apparatus for the Physics Demonstration room and a sum of three hundred dollars has been spent in improving the chemical laboratory. Drinking founts of the latest type have been set up in the playgrounds and corridors.

This institution had a special float in the city parade, held in connection with the civic celebration of Armistice Day. The float was designed by the pupils of the institution and symbolized woman's place in the various stages of the educative

process. The float was tastefully decorated in the colors of the school and decked with chrysanthemums of a like color. An arch over the back of the float displayed the slogan chosen by this school: Higher Education. Mounted on the steps in front of the arch were representatives of each of the departments of St. Agnes College and Academy; on the upper step was a young lady in a bachelor's cap and gown; on the step below a high school graduate in white cap and gown; next a commercial graduate similarly dressed; then a graduate of the grammar grades, and last a minim from the primary department. At the school itself, in pursuance of the President's proclamation, a program was planned for each day of the week. The vitalizing effect of these exercises was unmistakable in the response of the pupils in all classes. A public speaker for each day enlivened the interest of the pupils and visitors, adding instruction to inspiration, which was the outcome of each day's program.

The College Department of this institution was opened in September, 1922.

Rev. Dr. John A. Ryan and Rev. Leo. L. McVay, of the Catholic University, were among the speakers who lectured at Our Lady of Angels Academy, Glen Riddle, Pa., during the fall term.

Rev. Dr. P. J. McCormick lectured recently at D'Youville College, Buffalo, N. Y., on "Archbishop Fenelon on the Education of Girls."

LEO L. MCVAY.

## EDUCATIONAL NOTES

CATHOLIC EDUCATION ASSOCIATION OF PENNSYLVANIA MEETING

The Catholic Education Association of Pennsylvania held its annual meeting at Erie, Pa., December 27 to 29, 1923. In its resolutions, the association took a strong stand against the practice of training Catholic teachers and educational administrators at institutions that are secular and non-Christian. The value of the classics and the importance of thorough training in English were also stressed. Following are some excerpts from the resolutions:

Since psychology is the teacher's science par excellence, and since the experimental side of this science is of more practical interest to the teacher than the philosophical, we urge that a concerted effort be made to provide the opportunities for suitable instruction in this very important subject: (1) By publishing a bibliography of Catholic work on the subject; (2) by encouraging the writing of textbooks that will be thoroughly Catholic and scientific in character; (3) by providing guidance wherever the use of textbooks in any way objectionable may be found unavoidable. Our higher institutions of learning should be assisted in every possible way to train the men and women of tomorrow for the leadership needed for the good of the Church and the State. We deprecate as harmful to the best interests of the Church the practice of having the young people who should be our prospective leaders receive their higher education in non-Christian and anti-Christian colleges and universities.

Since our religious teachers have consecrated themselves for life to the work of teaching, they are the real professional teachers of our country. The training in a religious community gives them the necessary background to be the guide of youth and the fashioners of the character of the future citizens of our country. Their present endeavors to raise the standard of their teaching ability are true to the traditions of Catholic education. Church and State owe a debt of gratitude to Catholic teaching communities that cannot be evaluated in terms of material compensation.

The Church has intervened at various times to preserve the ancient classics as the indispensable asset of all liberal education and should now, in consequence, continue this policy by joining hands with the secular educational agencies which are striving to safeguard for posterity this priceless cultural heritage of the age. Since opposition to the ancient classics and certain

practical considerations have tended to weaken the position of the old cultural subjects, even in Catholic schools, and since the resultant decline in classical studies is detrimental to true culture in general and the pre-professional training of ecclesiastical students in particular, we urge that it is in the interests of the Church, as well as of education, that Catholic educators should bend every effort to preserve our tradition for thoroughness instead of accepting a caricature of classical studies.

English is, next to religion, the most important subject in the elementary school, and our teachers are urged to avail themselves of the very best methods and to spare no pains to give to their pupils a ready command of the language of the land.

#### EDUCATIONAL PERIODICALS

Catholic School Interests (December): Sister Josefita Maria, S.S.J., contributes "A Comparative Study of Three Local Groups in Parochial Schools of Philadelphia." Rev. Francis P. Donnelly, S.J., gives a type lesson in English analysis. Prof. Garrity Profumo contributes the first part of his study, "The Teaching of Modern Languages in the United States." Alice H. Sullivan, Ph.D., describes in rather succinct fashion the function of "Mental Imagery." Miss Anne M. Nicholson, Ph.D., outlines a course of study in language work for the firist grade.

The American School Board Journal (January): This is the Twenty-fourth Annual School Building number. It is rich in illustrations and interesting details concerning the erection of schools. Some outstanding articles are: "Elementary School Building as Seen by an Architect," "Foresight in School Sites," "Twelve Years in School Building Ventilation," "The Size of Classrooms," "Economies in School Building Construction." This last article should be read by all who are contemplating the remodeling of old buildings.

Educational Review (January): The New York State Legislature in 1923 enacted a law whereby all new voters are required to produce evidence of literacy at the polls. In order to carry out this law, the State Board of Regents has developed a literacy test. The value of this law and the character of the test are described by John R. Voorhis under the title of "An Educational Test for the Ballot." From time to time the charge is made that intelligence tests may work havoc with democratic ideals by segregating children of different levels of intelligence. This argument is examined by Thos. M. Thompson, who, after a sane

résumé of the situation, comes to the conclusion that such danger is non-existent.

Samuel W. Patterson contributes a practical article, "How Shall the Teaching of English Expression Be Improved?" Fred L. Teal discusses "The Content and Method in One-Year Normal Courses." He makes a plea for greater content preparation. Other interesting articles are: "Should History of Education be Scrapped?" by Henry Neumann; "The Value of High School Publications," by H. N. Sherwood; "The Curriculum of the College of Agriculture," by Carl R. Woodward.

Elementary School Journal (December): There is a continuation of the study of "Unified Kindergarten and First Grade Teaching," by S. C. Parker and Alice Temple. I. N. Edwards comments on the "Legal Status of Foreign Languages in the Schools." He gives the history of the Nebraska Legislation and describes its fate before the Supreme Court. He feels that "the immediate results of the position taken by the court should prove salutary and beneficial." C. R. Foster gives an interesting and detailed account of the Latimer Junior High School. J. B. Shouse throws some light on the problem of teaching handwriting by discussing the "Obstacles to Good Handwriting."

The English Journal (January): Selling "English Literature to Non-Literary Students" is the title of an article by John J. Parry. He suggests ways and means of interesting students, who are bent on obtaining a practical education, in reading the best authors. Charles Lee Lewis shows how phonetics sometimes have a way of interfering with syntax. Hilda Jane Halley contributes her experiences in "Correcting and Grading Themes."

School Review (January): Paul W. Terry writes on "Providing Adequate Housing Accommodations for Junior High School." This is a very practical article and gives in detail the amount and kind of space required for the junior high school. W. C. Reavis has made an attempt to determine the existing professional curriculum for the training of teachers for secondary schools. Other very interesting articles are: "The Honor System in Secondary Schools," by Harry A. Peters; "Rebuilding a Course of Study," by Paul G. W. Keller; "A Counseling Plan for Bridging the Gap Between the Junior and Senior High Schools," by Margaret M. Alltucker.

### REVIEWS AND NOTICES

Christian Science and The Catholic Faith, by Rev. A. Bellwald, S.M., S.T.L., New York: The Macmillan Co.

Father Bellwald's discussion of Christian Science and kindred theories is a most welcome book at a time when mindcure movements are enjoying a good measure of popularity. His thorough analysis of the principles underlying the philosophy of modern mental healing is a valuable accession to the library of Christian Apologetics.

The introductory chapters constitute a brief but sufficiently comprehensive summary of the origin, progress and extent of the various mind-cure systems. The facts and figures given by the author will soon convince the reader that the theories under discussion can no longer be dismissed with a gesture or smile of superiority, but must get a hearing before the bar of logic.

This hearing is granted them by the author in an objective manner that leaves nothing to be desired. The quotations from the doctrinal texts of Christian Science and kindred systems are submitted to an analysis that must be acclaimed by every unprejudiced reader as absolutely fair. The author's comparison of terms and concepts, texts and contexts in the various sources prove beyond a doubt that the tenets of these systems are illogical and inconsistent. A perusal of the chapter on the "Metaphysical Basis of Christian Science and New Thought" will acquaint the investigator with the chaotic confusion of terms and concepts professedly fundamental in these movements.

The traditional teaching of Catholic theologians on the interrelations of body and soul is clearly and concisely set forth. The author's presentation of this phase of the subject from the angle of reason only is obviously addressed to non-Catholics. The Catholic student who would care to enter deeper into this question will find the authoritative basis of the Scholastic doctrine in the Church's official pronouncements concerning the soul as the "forma corporis." (Cf. Enchiridion, Denzinger-Bannwart, Nos. 480, 481, 738, 1655.)

The discussion of the "New Movement versus Miracles" is a masterpiece in Apologetics. The Catholic teacher who gives advanced courses in Religion will find this question treated with a clearness and precision seldom met with in textbooks.

A brief study of the bibliography and the index will assure the reader of the author's thorough control of the subjectmatter.

L. M.

Problems of American Democracy, by R. O. Hughes. Boston: Allyn and Bacon, 1922. Pp. 616+30.

Professor Hughes of the Peabody High School of Pittsburgh, author of a good high school text, Economic Civics, offers in his Problems of American Democracy one of the best senior high school civics and social science books which the reviewer has come upon. Taught by a well-informed teacher, this text will arouse interest and stimulate thinking along civic and social lines which will contribute to a more intelligent citizenship on the part of the young student. It is tolerant and broad in tone, optimistic in outlook, at times quite fearless, liberal rather than ultra-conservative, and unusually accurate. Apparently, it is the work of a trained man with much teaching experience. Ininterestingly written, the book is well illustrated, modern to the extent of a print of General Foch examining the Liberty Bell, and provided with a number of helpful charts.

The main divisions of the text are the following: Making America Intelligent, Elevating American Standards, Making America Prosperous, Making Our Democratic Government Efficient, and Our Relations with Other Countries. Under the first, the author considers education and the schools, which according to tradition he sees under state rather than federal control, though he probably favors the Smith-Towner bill which "has met with considerable opposition especially from certain private schools" (p. 29). He urges greater financial support for education, better salaries, higher school taxes and the consolidated school, which incidentally the hard-pressed farmer of the Middle West has found a financial burden. He notes as the weakness of public school administration and control, favoritism and dirty politics, and backward rural education. It is hardly accurate to describe the state university as free for a gradually increasing tuition is enacted. Outside social activities. lack of parental interest, and class distinction are also listed among the menaces. He rightly believes that: "Exclusive fra-

ternities and cliques are wholly out of place in a democratic public school" (p. 50). Private schools of the select type, he scarcely regards as desirable, though for various reasons children are sent by their parents, some of whom "think their children are too nice to associate with the general run of boys and girls." The sense of superiority bred in their graduates, Mr. Hughes urges, is neither warranted by their own brains or any higher grade of instruction (p. 58). Concerning the parochial schools, he writes: "To provide, along with the usual school subjects, the religious instruction which they believe to be essential, the Roman Catholic Church and a few others have well-organized systems of parochial schools. They are supported entirely by the church and receive no state aid. The state exercises no control over such schools, or indeed, over any private schools, beyond assuring itself that the instruction given there is of sufficiently high grade. Not many denominations, however, are able to undertake such a system of education" (p. 165). The Knights of Columbus is mentioned along with the Y. M. C. A. as both a force in relief and educational work. The Chautauqua is not overlooked, nor the press, but slighting is the impression given of correspondence and "get-wise-quick" schools of various sorts.

"Elevating American Standards" is on elementary sociology, dealing with social classes and problems of city and town, health, controlling disease, prevention of crime and accidents, community recreation, and promoting right relations among men. The negro, immigrant, Indian and Oriental problems are sanely handled. There is a lesson in square-dealing to the foreigner, who can hardly be condemned for clannishness after being labelled "hunky," "dago," "mick," and "polock," cheated at every turn, and ostracized with a "Jim-Crow" disregard.

In "Making America Prosperous," the essentials of high school economics are laid down with a liberality rare in text-books. Questions of labor and capital, organization, strikes, right to work, improving labor conditions, impersonality of big scale production, child and woman labor, minimum wage laws, unemployment and insurance are discussed. "In view of the attitude of the Supreme Court it is virtually impossible for the national government to restrain child labor;" this is a pointed criticism (p. 305).

"Making Our Democratic Government Efficient" is a section divided into chapters describing the organization and working of our federal, state and local governments. In "Our Relations with Other Countries," Mr. Hughes briefly outlines the administration of foreign affairs, our early policies, America as a world power and in the late war, and the League of Nations proposal, which like so many text-writers, he favors with modification. A new generation of voters is apt to come into power stout supporters of the League unless its opponents watch the text-books. Withal, Mr. Hughes has given us an excellent book.

The Great Experiment, by Thomas Dillon O'Brien. New York: Encyclopedia Press, 1922. Pp. 122.

Mr. O'Brien, a leading attorney of Minnesota, and formerly a Justice of the State Supreme Court, has written a splendid commentary on the American system of government in the form of a popular essay. It is essentially patriotic, teaching a philosophy of democracy and progress within constitutional limitations. It is conservative, yet it is no brief for capital or unregulated business. It is stoutly opposed to socialistic attacks on the very fabric and principles of the Constitution, on the courts, and against private ownership. Mr. O'Brien believes in progress by legal amendment of the Constitution if necessary, but he denies the necessity of changing any of the fundamental principles laid down in the Constitution, principles going back into the very history of the race. He does see, as an adherent of the old-fashioned Democratic party, some danger of a federalizing tendency at the expense of the states as sovereign local units and of a paternalistic tendency on the part of the government at the expense of individual and family rights. Withal, he is an optimist, and as such he believes in America and in the Constitution, in the adaptability of Americans and in the flexibility of the Constitution to meet the demands of the future.

Catholic teachers of civics and government will do well to read the volume, and the more solid their own background, the greater will be their appreciation of its merits and the more will they minimize certain structural weaknesses. It is a significant essay. And such essays by scholarly Catholics do more than oratorical pronouncements to demonstrate our loyalty.

RICHARD J. PURCELL.